



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Edgbaston High School for Girls

March 2023

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School's Details

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| School | Edgbaston High School for Girls | | | |
| DfE number | 330/6003 | | | |
| Registered charity number | 504011 | | | |
| Address | Edgbaston High School for Girls Westbourne Road Edgbaston Birmingham West Midlands B15 3TS | | | |
| Telephone number | 0121 4545831 | | | |
| Email address | enquiries@edgbastonhigh.co.uk | | | |
| Headmistress | Mrs Clare Macro | | | |
| Chair of governors | Mr Martin Chitty | | | |
| Proprietor | Mr Martin Chitty | | | |
| Age range | 2 to 18 | | | |
| Number of pupils on roll | 869 | | | |
| | EYFS | 67 | Prep | 270 |
| | Seniors | 408 | Sixth Form | 124 |
| Inspection dates | 7 to 9 March 2023 | | | |

1. Background Information

About the school

- 1.1 Edgbaston High School is an independent day school for female pupils. It was founded in 1876 with Quaker and Unitarian roots, and is now non-denominational. The school is a registered charity administered by a governing body led by a Chair and supported by sub-committees. It consists of a preparatory school, which includes a pre-prep department, and a senior school. The Head started in September 2019. Since the last inspection the school has refurbished the sixth-form learning environment and expanded the sixth-form curriculum.

What the school seeks to do

- 1.2 The school aims to nurture confident, considerate and intellectually curious young women. It recognises each girl as an individual who is encouraged to explore and develop every facet of her abilities and talents so that she leaves the school with the academic qualifications, core values and social skills that will enable her to succeed in an ever-changing world.

About the pupils

- 1.3 Most of the pupils come from professional families living in Edgbaston, Greater Birmingham and the West Midlands. Data provided by the school indicate that the ability of the pupils is above average compared to other pupils taking the same tests nationally. The school has identified 74 pupils as having special educational needs and/or disabilities which include dyslexia and dyscalculia, 23 of whom receive additional specialist help. No pupils in the school have an education, health and care plan. English is an additional language for 15 pupils, 6 of whom receive additional specialist help. Data used by the school have identified a number of pupils as being the most able in its population, and the educational provision is adapted to meet their needs.

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 (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

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

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

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

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

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 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 2022 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 wellbeing 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'.

Key findings

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

- Pupils are extremely articulate and enjoy expressing themselves in and out of the classroom.
- Pupils' excellent progress is encouraged by well-established and highly effective individual support systems including from their peers.
- Pupils show outstanding communication skills and a highly positive and successful emphasis on collaborative learning.

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

- Pupils actively support each other in a collaborative atmosphere, respecting and recognising individual differences and needs.
- Pupils are warmly inclusive in all aspects of school life, appreciating and celebrating the diversity of their community.
- Pupils demonstrate excellent levels of self-confidence, self-awareness and resilience.

Recommendations

3.3 The school is advised to make the following improvements.

- Develop pupils' independent thinking and higher-level skills by more consistently promoting opportunities in all lessons.
- Allow pupils to take more leadership in their learning and hence more fully prepare them for study after leaving 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 throughout the school demonstrate extensive subject knowledge and understanding across the different areas of learning. They demonstrate an ability to draw information from a wide range of sources and can articulate this effectively. Pupils are proud of the significant progress they make and are able to recall prior knowledge with high levels of confidence and use a range of technical subject-specific vocabulary. In modern and classical language lessons, pupils demonstrate striking levels of confidence in manipulating grammatical terminology and endings. Pupils were able to engage in a sustained conversation with their teacher in a Year 12 French lesson about a film they were studying, using sophisticated vocabulary. Pupils' high-level skills are unleashed in lessons which are flexibly planned to allow them to take leadership of their own learning. Pupils are adept and skilful learners

using secure prior learning as a platform for new ideas and concepts. Pupils in the prep develop outstanding skills and understanding across the curriculum and show significant progression of skills in lessons and through their recorded work. For example, in a Year 6 stop frame animation lesson; in science when manipulating filtration equipment where pupils demonstrated their ability to problem solve and work effectively in pairs; and a Year 4 art lesson when creating Islamic tiles.

- 3.6 Pupils' overall academic achievement is excellent. Results at GCSE and A level are invariably above those of schools nationally. Pupils benefit from a nurturing approach on the part of all members of the school community and commitment of senior leaders along with the well-planned support. Those with SEND are highly productive due to the support and care which enables them to achieve high levels of progress alongside their peers, particularly benefiting from the school's high expectations of, and belief in, all of its pupils. Early screening and multiple teaching strategies allow them to be well supported. Data is used widely in the school to enable a bespoke approach for each pupil. This is regularly monitored by senior leaders to ensure that pupils' individual academic performance is always on an upward trajectory. Pupils spoken to during the inspection felt very confident in the schools' systems and assessment framework as they feel these enable them to make strong progress over time. In the pre inspection questionnaire, almost all parents agreed that teaching enables their child to make progress. In the prep and pre prep pupils are able to progress at their own levels due to the excellent systems in place enabling teachers to track, monitor, assess and record achievement.
- 3.7 Pupils, including those with SEND or EAL, are excellent communicators. They are coherent and highly confident, expressing their ideas coherently and lucidly, both orally and in writing. This is as a result of the many opportunities the school provides for discussion and debate and the encouragement of reading widely. Pupils share their ideas willingly and listen carefully to each other. For example, in Year 11 form time where pupils were able to justify their suggestions for the names of inspirational women to attach to the existing house names. Pupils commented that pupil-led assemblies were 'fab' and greatly appreciated. Pupils have high levels of confidence to present an assembly to the whole school or perform in the weekly music assembly. Pupils warmly receive support from their peers, older pupils and senior leaders and believe this encourages them to further develop their public speaking skills. Pupils develop their excellent communication skills outside lessons, including the *EHS Edge Talks* and *Poetry Slam* competitions. In discussions, pupils spoke with great pride about programmes such as this, commenting that they were inspired that hearing from their peers on topics about which they are passionate. Pupils spoke eloquently and enthusiastically about their work in lessons when given the opportunity to do so. Pupils' written skills are well developed and pupils make comprehensive notes, especially valuing opportunities in lessons to complete these with greater freedom. Work seen during the inspection demonstrated on multiple occasions the pupils' ability to write in a sustained, coherent and persuasive manner. Pupils in the prep display outstanding acquisition of language and answer questions with competence and confidence. For example, in Year 4 PSHE pupils were able to debate in a highly articulate manner about when people take their state pension and the implications of being in debt and in a Year 5 English lesson, read their work aloud with dramatic intonation and impact, when discussing the poem 'Albert and the Lion' and how Wallace the Lion felt when he encountered Albert, 'I could smell the anxiousness wafting through my nose'. Pupils in pre-prep communicate with great confidence and clarity. They express ideas freely and apply this to all areas of learning. Staff respond with high levels of praise for all aspects of language use and model the best examples for others to learn.
- 3.8 Pupils' numeracy skills are highly developed in both the prep and senior school. They apply these extremely successfully, not only in mathematics lessons but in other areas of school life, both in and out of the classroom. Pupils demonstrate excellent confidence in handling and applying numbers across a range of subjects, for example in a Year 10 religious studies lesson pupils demonstrated a secure understanding of percentages in a lesson on Islamic charitable giving. Pupils use numbers imaginatively. For example in Year 7 biology undertaking the national bird watch and in Year 13 chemistry where pupils confidently performed multi-stage calculations to determine the percentage of iron in ferrous sulphate tablets. Prep school pupils record their work using accurate methods and

symbols. Pupils have a secure understanding of using number work to solve problems in other subjects.

- 3.9 Pupils are comfortable in a digital world and naturally turn to the use of electronic resources when researching and presenting their work across all parts of the curriculum. Pupils studying art and graphic design produce an excellent variety of effects and images for their projects. Pupils spoken to during the inspection regard the use of technology as innate to their learning. Their proficient skills in operating programmes such as specific communication platforms has supported their learning across the curriculum, particularly for presentations. Pupils demonstrate excellent online research skills. They speak enthusiastically about the opportunities afforded by the internet to develop topics they find interesting and to access additional resources. Pupils are highly confident in their use of ICT because of the strong emphasis on it in most lessons. Pupils in the prep and pre-prep demonstrate strong ICT skills, which helps them progress in lessons. For example, in Year 6 ICT when pupils were planning stop frame animation films, discussing the lighting, background scenery, and action shots; and in a Year 3 lesson when pupils were designing their own birthday party invitations with an emphasis on font size, layout and colour.
- 3.10 Pupils are highly effective learners and rapidly develop a wide array of study skills. They are well organised, enjoy the challenges of working independently and are meticulous at meeting the deadlines set by staff. Pupils can draw appropriate inferences from a wide range of sources, challenge opinion and defend their ideas with confidence. Pupils have excellent well-developed higher-order skills which, in the most effective lessons, provide them with a very strong ability to hypothesise, analyse and synthesise. For example, Year 10 pupils made effective use of a physical music score to describe the structure and texture of a concerto by Vivaldi. They were able to then compare this piece to a concerto by JS Bach. Pupils show a range of mature and highly effective study skills across the curriculum. For example, in language lessons they were able to draw on their wide-ranging linguistic knowledge to write and speak in complex sentences with very high levels of accuracy. Pupils showed excellent powers of reasoning to deduce the meaning of unfamiliar words with enthusiasm. Pupils' development of study skills is excellent where challenging teaching creates appropriate pace and stimulus. Pupils in the prep are able to consider a range of responses to a variety of tasks and effectively apply their powers of reasoning in order to establish and communicate interesting and imaginative solutions. Pupils demonstrate their higher-order skills and analyse situations and they display significant application and focus.
- 3.11 Excellent role models provided by peers inspire pupils to emulate their achievements in a wide arrange of areas. Pupils are enthusiastic about opportunities beyond the curriculum to stretch themselves intellectually. Pupils are excited with the EHS Challenge project which encourages pupils to seek out creative, physical and intellectual challenges. Pupils rise to the challenge of optional academic research projects with enthusiasm, such as the Year 9 higher project qualification (HPQ) or numerous academic competitions promoted by the school. Pupils have extensive opportunities to give talks on subjects which spark their curiosity, such as the *EHS Edge Talks* or assemblies in front of their peers. Pupils successfully participate in a wide range of activities supporting their learning through an extensive programme of co-curricular clubs, societies and trips which enrich their learning and experience, including sports, debating, art and musical activities. Pupils value the openness shown to add additional clubs reflecting their interests. Pupils in the prep school shared pride in their achievements in competitions, music and drama exams, plays and their outstanding contribution to charitable causes.
- 3.12 Pupils show an excellent level of enthusiasm, an eagerness to learn and a willingness to use their initiative, so creating a positive learning environment. In this way the school successfully achieves its aim of creating intellectually curious young women. Pupils are highly motivated to succeed and take full responsibility for their own progress, working with the teachers to achieve their goals. Pupils work conscientiously and diligently across the curriculum at all ages. They enjoy their studies and engage in lessons. They enjoy working cooperatively and, when given the opportunity to do so, relish debate

and discussion with their peers. Written work, both online and in books, shows strong organisational skills and a sense of pride and ownership. Pupils' excellent attitudes to their learning are further enhanced when they are given the freedom and opportunities to use their initiative. Such opportunities are strongly promoted by the school's leadership: this in the context of the questionnaire in which the vast majority of parents stated that they thought the school was well led and governed. In Year 12 EPQ where pupils demonstrated a range of approaches to their projects and spoke enthusiastically about what they had learned from their research. In the prep and pre prep the pupils display exceptional attitudes to learning from EYFS to Year 6. Pupils are confident and happy to take the initiative in lessons and they have an outstanding approach to their learning. Pupils in Year 6 explained to inspectors that when they have a challenge, they are encouraged to power through and have a go. Pupils in Year 5 have exceptionally high motivation to do their best and always try to achieve the highest they can. They are keen to improve their work due to the consistent marking and target setting model used by the staff.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages and abilities develop high levels of self-confidence, are self-reflective and show strong resilience in the face of academic and extra-curricular challenges. Pupils respond positively to opportunities to take on leadership roles within the school. They show a great willingness to participate in leadership committee meetings, including school council and prep parliament. Pupils show high levels of self-understanding for their age and have a well-developed awareness of their individual strengths and weaknesses. Pupils' self-reflective skills are enhanced through the use of a digitally generated learning programme which focuses on the development of thinking skills in Years 7 and 8. Pupils are effective at reflecting and observing the benefits to their mental health of mindfulness activities in their PSHE programme. Pupils have a strong sense of self-awareness and of belonging to a community in which everybody shares common goals, adhering to an ethos of hard work. Pupils demonstrate a strong sense of the 'have a go' culture that permeates through the school, particularly with tasks outside their individual comfort zones. In the EYFS, children flourish with the excellent sense of the constant modelling and support for this by teachers and teaching assistants. Pupils in Year 5 spoke to inspectors about how they are developing a higher level of self confidence in preparation for future challenges, in line with the school motto '*faithfully, boldly and successfully*' by showing clear developments in self-confidence and self-understanding.
- 3.15 Pupils have well-developed decision-making skills. They are unafraid to admit when they have made a poor choice and take steps to correct this. Pupils make effective decisions about their own development and understand the ramifications. Pupils say they are encouraged by their subject teachers to make appropriate subject choices without being pressurised into a particular pathway. In discussions with inspectors, pupils spoke of their awareness of the need to make informed choices from the extensive extra-curricular opportunities available to them so as to use their time productively. Pupils in a Year 12 EPQ lesson take effective ownership of their learning and enjoy the ability to exercise their academic creativity within their projects. Pupils are confident and relish opportunities to make decisions about their learning and wellbeing through the wide ranging guidance they are given. Pupils in the sixth form spoken to during the inspection were effusive about the careers provision and felt well supported at each stage of their educational journey. Pupils grow more independent due to a collegiate and collaborative approach by the pastoral team ensuring that the personal development of pupils remains at the forefront of planning. Pupils in the prep school embrace decision-making opportunities as is seen with the charity selections they make through the prep parliament, and they are aware that the decisions they make can impact significantly on the school community. Pupils are confident and capable when discussing and expressing their understanding of relationships and their wellbeing.

- 3.16 Pupils show well-developed aesthetic and cultural awareness of the philosophical aspects of life, largely based on the rich cultural diversity and inclusivity of the school. They care for one another in a positive and family way and not just in the rare times when they need support. Pupils appreciate the non-material aspects of life, their friendships and the opportunities to take on one of the many leadership positions in the school. Pupils' excellent self-expression is valued by them in a range of areas, including in art, drama, dance and music. In the most engaging lessons observed, pupils showed evident enjoyment of learning for its own sake, showing appreciative interest in classical literature beyond the demands of the examination specification, and discussing their set texts with eloquent enthusiasm. In a smaller number of lessons, where teaching was effective but less engaging, pupils did not demonstrate the same joy in their learning, despite remaining conscientiously focused. Sixth-form pupils have appreciated the chance to 'get their hands dirty' on the school allotment, designing their own horticultural projects. In the prep school pupils respect the ethos of the school and constantly speak of being kind and respectful to each other. They challenge themselves to be the best possible version of themselves. Pupils display strong empathy for each other and the wider world which features significantly in the curriculum and club programme. They participate with joyful enthusiasm in most lessons, in particular science, art and English in the prep. They relish the opportunities to support each other and delight in the project to find a 'Dunking Biscuit for the Queen's Cup of Tea'. Pupils described a chromatography lesson where they pretended to be forensic scientists and were 'amazed by the magical colours it made'.
- 3.17 The moral development of pupils is excellent and the collective promotion of positive behaviour is evident through all age groups. Pupil behaviour observed was excellent. In the questionnaire, a small minority of pupils said that the school treats them unfairly or shows favouritism. Inspection evidence found that staff were clear in their delivery and reasons for their actions. Most parents in the questionnaire said that the school deals effectively with all types of bullying and harassment and responds effectively if pupils use unkind language to each other. Pupils are courteous to each other, showing excellent non-judgemental support for each other in lessons, and a wonderfully collaborative attitude towards their teachers. In many lessons learning is a partnership between pupils and teachers with evident respect by pupils for their teachers. Pupils in a Year 9 PSHE lesson and in a Year 11 form time discussion showed a sophisticated understanding of moral decisions. For example, in a discussion about the practice of 'snitching', pupils showed mature awareness of the effect that their desire for popularity might have on their decision-making. Pupils spoke with a degree of passion in interviews about the school's uniform policy, arguing that it was not consistently applied by teachers. However, it was clear that they understood exactly what systems were available to them to raise any concerns, and that these systems were respected and robustly implemented by the school. Children in the pre-prep show complete acceptance and understanding of how to follow the 'golden rules' which are held in high regard by all.
- 3.18 Pupils have excellent social awareness both in lessons and in activities. They work together with enthusiasm, showing collaborative skills, listening to one another and proffering suggestions which are debated sensibly. Pupils listen carefully to each other's contributions and often operate as a self-regulating and harmonious classroom community. They commented that they liked the atmosphere of collaboration in school because everyone worked together and they had strong relationships with other pupils, particularly those in the sixth form who worked with them in lots of different ways. A small minority of pupils commented in the questionnaire that pupils did not respect each other. Inspectors spoke to a wide range of pupils who commented that they develop strong friendships and a genuine sense of responsibility towards themselves and others. Pupils are exceptionally socially aware which is shown in the way they understand the needs of others in society. Older pupils are keen to support and mentor younger pupils in both academic and co-curricular areas. Sixth-form pupils provide outstanding support for younger pupils throughout the school. Pupils in the prep and pre-prep display exceptional social awareness and respect, working effectively together.
- 3.19 Pupils demonstrate an excellent awareness of others less fortunate than themselves and relate this into their actions. For example, they responded quickly to the earthquake in Turkey and Syria as well

as the war in Ukraine through a variety of fundraising activities within school which are always pupil driven. Pupils' high awareness of the needs of others in the school leads to a culture of peer support, which is spoken about with high regard at all ages of the school. They also demonstrate a pride in their school community, speaking warmly about the traditions and history of the school. Pupils understand the importance of role modelling for the younger pupils, developing excellent leadership skills with the many opportunities to hold positions of responsibility in the school. Pupils demonstrate strong empathetic skills and appreciate how their words and actions impact on others both positively and negatively. Pupils greatly appreciate the opportunities to show initiative outside the classroom and to effect change within the school particularly through the effective senior school council and prep parliament. Pupils in the prep show an excellent understanding of the impact of their contribution for their chosen charities, often known personally to a member of the school community.

- 3.20 Pupils are naturally inclusive and tolerant of cultural differences and diversity in their school. They demonstrate an excellent breadth in their understanding of diversity. There are clear expectations of acceptance and inclusion and pupils of all backgrounds interact warmly. Pupils spoken to enjoy opportunities to share their own culture such as in assemblies and tutor time. For example, they speak with pride about inspirational female role models from their own country, or musical instruments from their own culture. In interviews pupils expressed their confidence that the school would take effective action against any examples of discrimination. They are aware of how to deal with differences in views and attitude. They confidently and clearly explained how they would deal with such situations. Pupils feel very much part of an inclusive school community in which everybody is working towards the same goals. Pupils show excellent maturity to accept that there will be disputes and recognise that the important thing is how they are dealt with. Pupils spoke freely of the importance of respecting others, their views and their cultural differences.
- 3.21 Pupils feel strongly that they are safe at school and that they understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle. There are regular opportunities for physical activity at all ages both curricular and voluntary co-curricular. Pupils choose additional physical activities that they enjoy such as yoga and dance as well as creative clubs which support a positive outlook and reinvigorate their resilience. Pupils are clear about mental health particularly through the valued PSHE programme which enables pupils to discuss a range of age-related topics. Pupils are confident in leading assemblies for their peers focused on both emotional and physical wellbeing. A small minority of pupils who completed the questionnaire said that the school does not encourage them to be healthy. Inspection evidence showed that this focused on the tuck shop and break options that are available for pupils to purchase rather than the lunch or health education provided. Pupils spoken to in the inspection enjoyed the health and nutrition curriculum they followed, especially the apple crumble that was made during the inspection. Pupils are clear that they understand how to stay safe online and they can articulate well the need for a balance in work, rest and play. Pupils in the prep school speak with passion about the eco work they carry out and say, 'We want to save our planet'. They speak with great enthusiasm about the healthy sporting opportunities afforded them and the extra-curricular programme which enriches their learning and maintains their well-being.

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 facilities for the youngest pupils, together with 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

| | |
|----------------------|---|
| Miss Sue Duff | Reporting inspector |
| Mrs Alison Hewitt | Compliance team inspector (Former head, GSA school) |
| Mrs Victoria Bingham | Team inspector (Head, GDST school) |
| Mrs Pat Clayfield | Team inspector (Former head, Society of Heads school) |
| Miss Heather Fulton | Team inspector (Former head of pre-prep, IAPS school) |
| Mrs Lynne Horner | Team inspector (Former head, Society of Heads School) |
| Mrs Penelope Kirk | Team inspector (Former head, IAPS school) |
| Mr Steven Pearce | Team inspector (Former head of faculty, HMC school) |