

**Focused Compliance and Educational Quality Inspection Reports**

**Mayville High School**

**January 2020**



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### School's Details

<b>School</b>	Mayville High School			
<b>DfE number</b>	851/6002			
<b>Registered charity number</b>	296347			
<b>Address</b>	Mayville High School 35 St Simon's Road Southsea Hampshire PO5 2PE			
<b>Telephone number</b>	02392 734847			
<b>Email address</b>	enquiries@mayvillehighschool.net			
<b>Headmistress</b>	Mrs Rebecca Parkyn			
<b>Chair of governors</b>	Ms Vanda Skonieczna			
<b>Age range</b>	2 to 16			
<b>Number of pupils on roll</b>	443			
	<b>Nursery</b>	27	<b>Pre-prep</b>	56
	<b>Junior</b>	119	<b>Seniors</b>	241
<b>Inspection dates</b>	28 to 30 January 2020			

## 1. Background Information

### About the school

- 1.1 Mayville High School is an independent co-educational day school for pupils aged between 2 and 16 years. Founded in 1897, in 1980 it became an educational trust governed by a board of trustees. The school occupies four locations in close proximity in a residential area with playing fields nearby. It comprises a nursery, pre-prep department, junior school and senior school.
- 1.2 Since the previous inspection, the school has opened new senior teaching, art and music facilities.

### What the school seeks to do

- 1.3 The school aims to develop pupils' self-esteem, self-confidence and self-knowledge so that they move to the next stage of their education as talented, confident and empathetic members of society. It seeks to enable pupils to be the best they can be.

### About the pupils

- 1.4 Pupils come from a range of professional and business backgrounds living within approximately a 30-mile radius of the school. Data provided by the school indicate that the ability of pupils is broadly average compared to those taking the same tests nationally. The school has identified 194 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyscalculia, dyspraxia and social, emotional and mental health problems (SEMH), 64 of whom receive additional specialist help. Two pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 26 pupils whose needs are supported by their classroom teachers. Data used by the school have identified 68 as being the most able in the school's population, and the curriculum is modified for them and for 85 other pupils because of their special talents in the performing arts or sport.

## 2. Regulatory Compliance Inspection

### Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management.

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 full regulations 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 junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2017 to 2019, performance has been above the national average for maintained schools.
- 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 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

- 2.8 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.
- 2.9 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**

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 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**

2.12 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.

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

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

2.14 A range of information is variously 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.

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

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

2.16 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.

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

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

2.18 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.

**2.19 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

**The headline judgements must include 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>
Swans and Kestrels	Nursery
Lower 1	Reception
Upper I	Year 1
Lower II	Year 2
Upper II	Year 3
Lower III	Year 4
Middle III	Year 5
Upper III	Year 6
Remove	Year 7
Lower IV	Year 8
Upper IV	Year 9
Lower V	Year 10
Upper V	Year 11



## Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils' achievement is excellent in relation to their abilities and individual needs.
  - Pupils develop excellent skills and understanding across all areas of learning.
  - Pupils achieve success across a wide range of extra-curricular activities.
  - Pupils develop excellent speaking and presentation skills.
  - Pupils show positive attitudes to learning and engage enthusiastically in all aspects of school life.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils develop excellent self-understanding, self-esteem and confidence.
  - Pupils are well behaved and considerate towards each other.
  - Pupils have effective social skills, and support and collaborate with each other well.
  - Pupils make a successful contribution to the school and the wider community through their extensive volunteering and charity work.
  - Pupils show respect and tolerance for the diversity within the school and in wider society.

## Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Ensuring that all pupils make good progress and achieve well in all lessons, consistently receiving teaching which is sufficiently challenging and matched to their abilities.

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

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils achieve well in line with the school's aim to enable them 'to be the best they can be' within a balanced curriculum that is adapted to meet the needs of pupils of all abilities, including for those with SEND, EAL and particular gifts and talents. The achievement of top grades by more able and talented pupils has improved markedly in the last three years as a result of the provision of a range of challenging enrichment activities. The improved performance of those who require additional help has been supported by adjustments to the number of subjects taken, alongside the introduction of supervised study periods and subject clinics. Pupils of all ages are benefitting from the school leaders' review of curriculum content, delivery and enrichment provision to meet their needs in the modern world. The very large majority of children in the Early Years Foundation Stage (EYFS) achieve good levels of development as measured by the achievement of early learning goals. Junior school pupils make strong progress in phonics and mathematics and good progress in literacy and writing. Results in GCSE examinations in the years 2017 to 2019 have been above the national average representing excellent progress from the pupils' varied starting points. Pupils are making similarly positive progress in a range of recently introduced award-bearing programmes, including within music, and the creative and performing arts, many achieving individual excellence. Standardised assessment data indicate that pupils with SEND make excellent progress from their individual starting points in comparison to those taking the same tests nationally, and at least in line with whole school outcomes. This is the result of the high quality of individual support they receive from their classroom teachers and the dyslexia and learning extension unit (DLEU), who work effectively together to implement personalised learning plans for each pupil. Governance and leadership have made a strong contribution to the development, staffing and resourcing of a curriculum to suit the abilities, talents and aspirations of a diverse pupil body.
- 3.6 Pupils develop their knowledge, skills and understanding well, supported by teaching that is strongly focused on individual needs and facilitates high rates of progress in all subject areas. For example, children in Reception were able to describe, in detail, the impact of bringing a new-born baby home. In a senior school history lesson, pupils showed great insight and understanding when analysing where the Normans chose to build their castles. In the large majority of lessons observed, teaching provided tasks that engaged and challenged pupils in a way that is appropriate for their age and ability. In a GCSE physical education (PE) lesson, pupils made rapid progress in their understanding of performance enhancing drugs when acting as both experts and questioners in an activity modelled on speed-dating. Pupils display high levels of skill in creative and sporting endeavour, resulting in a range of excellent individual and group achievements. In a small minority of lessons observed, pupils' progress and achievement were restricted by teaching which was insufficiently challenging and matched to their abilities.
- 3.7 Pupils develop strong communication skills. Their excellent oral communication is supported by the numerous opportunities provided to make presentations, debate or perform. Pupils in the senior school confidently presented their individual homework projects to their peers, and prepared by reciting Martin Luther King's '*I have a dream*', firstly in a monotone with no eye contact and then in an engaging way utilising sophisticated body language. In the junior school, pupils in a mathematics lesson clearly explained place value. In English they used sophisticated language to describe a scene they were writing based on Macbeth. Pupils, including those with SEND, develop their speaking skills through class discussion where they learn to listen and respect others' contributions before freely offering opinions in an atmosphere where positive peer-encouragement abounds. Extended and creative writing develops well in the senior school but is less present in the younger years, although the basic skills for writing are embedded well from an early age.

- 3.8 Pupils develop strong mathematical and numerical skills from an early age and in relation to their ability and employ them very effectively across the curriculum. Secure, core mathematical skills are embedded as a result of well-planned teaching that is successful in meeting the needs of those with particular difficulties as well as providing challenge for the more able. Early years pupils recognised the errors in a number sequence to twenty and re-ordered it correctly. Senior pupils analysed graphical data successfully and constructed statistical diagrams to present the positive and negative impacts of tourism in Jamaica.
- 3.9 Pupils apply their information and communication technology (ICT) skills well in most subjects. Their ability to use a variety of software is developed through dedicated lessons in the junior school that also raise awareness of e-safety issues and introduce higher level skills such as coding. Throughout the school, pupils use both the school's own systems and their own devices to enhance learning and to facilitate independent research. Pupils in reception swiftly and gleefully mastered the programming of their new robotic bumblebees to navigate a course. In the senior school, pupils used digital maps to plot Duke of Edinburgh's (DofE) Award expedition routes. Dance and drama pupils used a range of specialist software to plan and produce their controlled assessment pieces on the theme of change. Although ICT supports learning across the curriculum, in some subjects, it is not used in sufficiently effective ways. Pupils with SEND make excellent use of ICT to enhance their learning by accessing bespoke support programmes or word-processing, rather than using hand-writing in class and in examinations.
- 3.10 Pupils develop excellent study skills. Individual homework projects and study lessons reinforce skills such as the ability to research and synthesise information from a wide range of sources, test hypotheses and draw conclusions. Pupils of all abilities respond enthusiastically to the many opportunities presented to take a lead in their own learning and the most rapid progress is evident in activities that facilitate this. For example, pupils studying performing arts demonstrated refined project management skills to produce group dance and drama pieces relating to post-traumatic stress disorder and bullying: this included research, time-management, risk assessment, script writing and the use of recording and lighting software. Pupils' ability to develop independence was more limited in the small minority of lessons that were overly teacher led. Almost all parents responding to the questionnaire agreed that the school helped their child to be more confident, independent and develop skills for the future.
- 3.11 Pupils participate enthusiastically in the wide range of co-curricular and extra-curricular activities available and, with the school's encouragement, many pursue their interests outside of school. Pupils achieve success in a wide range of individual and team sports at local, regional and occasionally national level, including representation of Great Britain at the biathlon world championships. Football, rugby, netball, cricket, equestrian, and badminton teams are successful in county and regional tournaments with a number of pupils representing their county or gaining places at professional sports club academies. Pupils excel in dance, drama, music and art, staging high quality shows in school, as well as enjoying success in competitions such as *Rock Challenge* and the *Shakespeare Schools Festival*, or working with amateur and professional companies outside of school. Pupils' wider achievements are supported by careful planning by trustees and senior leaders to develop or enhance creative arts and sports facilities, together with the provision of holiday sports and performing arts academies. The personal successes achieved in extra-curricular activities combined with achievements in curricular areas, has ensured that leavers are successful in winning places or scholarships for a wide range of senior schools, sixth form colleges and vocational placements.

- 3.12 Pupils attitudes to learning are excellent. They engage with enthusiasm in lessons and work well together collaboratively within and beyond the classroom. Pupils develop independence and a capacity to take leadership in their learning. Their work is well organised and presented, and pupils spoke very highly of the individual support and encouragement that teachers, learning assistants and the DLEU give them as they develop the skills and confidence to overcome any personal obstacles, and to persevere in pursuing their goals and in making the most of their talents. They are fully supported in this by helpful written feedback and marking, including clear information on how to improve, effective progress tracking, and individual attention in small classes. This was reflected in the positive responses to the questionnaire where a very large majority of pupils agreed that they get help when required and that teaching helps them to learn and make progress.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils develop excellent self-knowledge and understanding of their own needs, strengths and areas for development so that they move to the next stage of their education as talented, confident and empathetic members of society, fulfilling the central aim of the school. They exhibit increasing levels of confidence and self-esteem over time, fully supported by the school's excellent pastoral care and welfare system. They enjoy school, have a keen sense of belonging and thrive in the family atmosphere created in a tight-knit community where all ages mix. Pupils exhibit great self-discipline and soon learn to take control of their learning and manage their daily lives. Those experiencing particular learning challenges are supported by a system in which staff and the DLEU work with individuals to equip them with the strategies and confidence to pursue their own aspirations. Pupils develop resilience and learn to take risks in a controlled environment through experiences such as DofE expeditions or adventure activities. They become increasingly self-sufficient in their learning and fully understand how to improve their own work. Pupils persevere, without fear of failure, regarding this as a necessity for the learning process. They are supported by nurturing and personalised feedback from staff who have an excellent knowledge of the needs of each pupil in their care. Senior pupils are therefore well-prepared to take the next stages in their learning, exemplified by pupils who were able to articulate and reflect on their strengths and areas for development following a careers event, and as a preliminary to investigating future options. Pupils in their final year spoke with enthusiasm about their targets and aspirations and their success in securing, for example, places to study sciences, law, business or mathematics at A level, places at dance colleges, or an art scholarship linked to starting a business based on their own fashion brand.
- 3.15 In the early years setting, pupils learn to make informed choices about their afternoon activities. For instance, following an event to celebrate the Chinese New Year, they chose whether to learn more about Chinese script, the Year of the Rat or whether to master the use of chopsticks. Older pupils respond enthusiastically to opportunities to choose their topics for individual homework projects or the enrichment and extension activities that they wish to pursue. They are supported in their decision-making by the scope given to tailor their programme to match their skills, interests and talents. Pupils develop their ability to make collaborative decisions when taking part in house or year group events, *Rock Challenges*, school productions, charitable fundraising or when entertaining senior citizens at Christmas parties. Pupils spoke of their influence on decision-making through the school councils, taking positions of responsibility and participating in eco-committees, feeling that they were listened to and that resulting decisions were explained whether they were accepted or not.

- 3.16 Pupils develop a heightened appreciation of the non-material aspects of life that is evidenced in the stimulating artwork and corridor displays, and the very high profile of the performing arts in the school. They have a deep sense of the history and heritage in their surroundings and an enjoyment of the natural environment developed during trips and visits in the local area or overseas. Pupils demonstrate well-developed spiritual understanding through their engagement with world faiths and enjoy many opportunities to investigate and celebrate others' beliefs without pressure to conform to any particular ideology. They enthusiastically engage in opportunities to perform and explore life and relationships through drama and music. They develop an excellent understanding of the importance of taking responsibility for the environment, whether by initiating a climate change protest, conducting sweeps for litter within school or along the local beaches. Pupils reflected sensitively upon the nature of Islamic beliefs, demonstrated a balanced understanding of the concept of 'hunting to extinction' when considering poaching in Africa, and showed empathy for those affected by the spread of dangerous viruses globally.
- 3.17 Pupils have a highly developed sense of right and wrong and readily take responsibility for their own behaviour. They respect and understand the school's code of conduct and are courteous, friendly and helpful towards each other and adults. Pupils are very well-behaved in their daily conduct throughout the school. In the junior school, pupils enthusiastically embrace the concept of moving up into the green sector of the behaviour diamond, the school's system for celebrating excellent conduct. They are considerate towards one another and show concern and empathy for those who are striving to overcome personal difficulties. Pupils say that incidents of unkindness are rare and were confident that the supportive relationships with staff would ensure that any emerging issues are quickly reported and dealt with. An overwhelming majority of the parents and pupils who responded to the questionnaire felt that the school promotes good behaviour and staff cited the *respect for all* initiative and *Diana Award* as ways that the school is actively promoting personal responsibility. Older pupils are excellent role models, including those who take on voluntary roles such as anti-bullying ambassador.
- 3.18 Pupils' social development is excellent. They are confident in their dealings with adults and show high levels of empathy when supporting and collaborating with each other, and their teachers. Pupils showed a clear understanding of the reasoning for single-sex groupings in the core subjects as well as appreciating the opportunity to work in mixed groups in tutor sessions, other parts of the curriculum, clubs and societies. They value the diversity of the school community that enables them to develop positive relationships with their peers. In all activities observed, pupils exhibited strong teamworking skills that ensured that all groups worked together to achieve common goals both within and beyond the classroom. Senior school pupils in a biology class were highly supportive of each other when engaging in a 'just a minute challenge' to speak on the topic of extinction. When performing an African drumming piece in music, all pupils demonstrated full commitment to the group's efforts. Pupils excellent social and teamwork skills are enhanced by participation in team sports, drama and dance productions, DofE activities, international camps and team-building trips to Calshot and the Isle of Wight. Almost all parents responding to the questionnaire felt that the school helps their child to develop strong teamwork and social skills.

- 3.19 Pupils are positive in their commitment to improving the lives of others, both within and beyond school: for example, when Reception pupils help to conduct the daily risk-assessment in their learning setting, or senior pupils contributed to a project to build a school in Kenya. Pupils are successful in their charity fund-raising and initiate imaginative activities such as paper aeroplane sales, manufacturing 'slime' or producing a reverse advent calendar. Pupils volunteer selflessly in the local community and recent examples include the refurbishment of the local model village, serving soup and sausage rolls to the homeless and helping to stock a food bank. Junior school pupils sang carols at the Guildhall and in retirement homes, and performed at the 75<sup>th</sup> anniversary of the D-Day landings. Within the school community, pupils take their role as prefects or captains seriously. Senior pupils contribute positively to the experiences of younger pupils by running the junior Christmas disco, helping backstage at plays, acting as mentors and organising 'kindness week'.
- 3.20 Pupils natural tolerance, understanding and sensitivity towards those from different cultural backgrounds, and for the diverse individual needs or characteristics of other pupils, is a strength of the school and a testament to the rapid personal development that takes place in relation to their starting points. From the junior school onwards, pupils show compassion and empathy for the plight of those faced by traumatic events such as the bush fires in Australia, or the sacrifices made during the world wars. Pupils are highly respectful of their peers who are working to overcome specific educational needs, and pupils with a wide range of abilities and backgrounds support each other well.
- 3.21 Pupils keep fit and develop healthy lifestyles through participation in team and individual sports, and a range of indoor and outdoor fitness activities. A very large majority of pupils responding to the questionnaire indicated that they know how to stay safe, including online. Pupils are benefitting from the expertise of all staff who take an active role to ensure the well-being of all pupils. Pupils spoke highly of the support given, for example, at times of examination stress, or if they face issues outside school. Pupils openly discuss and address many aspects of emotional well-being or mental health, supported by a well-planned assembly and personal, social, health and economic education (PSHE) programme that is reviewed regularly to incorporate contemporary issues. Pupils are supported further by a wealth of advice and information for parents that is available via the website or delivered in seminars. Pupils show a clear awareness of the benefits of healthy eating and exercise, and have been instrumental in initiating discussions of the menus offered in the school canteen and snacks offered in the tuck shop.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Roger Tapping	Reporting inspector
Mr Michael Clennett	Compliance team inspector (Former deputy head, GSA school)
Mrs Susan Clifford	Team inspector (Former head, IAPS school)
Mrs Joan Storey	Team inspector (Head, GSA school)