



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Reigate Grammar School**

**February 2023**

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### School's Details

<b>School</b>	Reigate Grammar School			
<b>DfE number</b>	936/6531			
<b>Registered charity number</b>	1081898			
<b>Address</b>	Reigate Grammar School Reigate Road Reigate Surrey RH2 0QS			
<b>Telephone number</b>	01737 222231			
<b>Email address</b>	info@reigategrammar.org			
<b>Headmaster</b>	Mr Shaun Fenton			
<b>Chair of governors</b>	Mr Mark Elsey			
<b>Age range</b>	11 to 18			
<b>Number of pupils on roll</b>	1087			
	<b>Seniors</b>	796	<b>Sixth Form</b>	291
<b>Inspection dates</b>	07 to 09 February 2023			

## **1. Background Information**

### **About the school**

- 1.1 Founded in 1675, Reigate Grammar School is an independent co-educational day school. It is a charitable trust administered by a board of governors.
- 1.2 Since the previous inspection, a wellbeing facility incorporating a pastoral care centre has been established and further teaching rooms have been added. The present chair of governors took up his post in September 2022.

### **What the school seeks to do**

- 1.3 The school aims to support every individual pupil, nurture their talents and abilities, and prepare them for a happy and successful adult life. It strives to enable academic outcomes and extra-curricular experiences so that pupils have the confidence to recognise and grasp opportunities successfully. It aims to ensure that a strong moral purpose helps pupils to contribute to wider society, aware of their advantages and a sense of their responsibility.

### **About the pupils**

- 1.4 The pupils come predominantly from local families, with professional and business backgrounds, living within a 15-mile radius of the school. Standardised test data provided by the school indicate the overall ability profile of the pupils is well above average in relation to the average for those taking similar tests nationally. The school has identified 49 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia, attention deficit hyperactivity disorder and autistic spectrum condition, all of whom receive additional specialist help. No pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for four pupils, whose needs are supported by additional language lessons. The school modifies the curriculum for those with particular talents, particularly in sport, music and drama.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

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

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#).

## Key findings

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

### PART 1 – Quality of education provided

- 2.2 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 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 and sex education, 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. Recommendation with regard to material change request**

#### **Summary of findings**

- 3.1 The school's arrangements for safeguarding and record keeping are effective, including those relating to bullying, child-on-child abuse and cyber-abuse. Pupils are confident that there are adults with whom they can share their concerns and that their views are listened to. Pupils understand how to stay safe online; appropriate online security measures and policies regarding the use of mobile phones and other personal devices are in place.
- 3.2 The school liaises with external safeguarding agencies when required, including seeking advice with regard to bullying and other incidents out of school which have involved pupils. Advice is sought concerning allegations against adults working in the school; a suitable low level concerns policy has been implemented and a log of incidents is maintained. Safer recruitment systems are implemented effectively, and records are maintained as required. The staff code of conduct and whistleblowing policy are understood by staff.
- 3.3 Staff training regarding safeguarding, including for those with leadership responsibilities, is regularly updated as required. Governors maintain effective oversight, through an annual review of the safeguarding policy and its implementation and receive regular updates from the designated safeguarding governor.
- 3.4 The school has considered the needs of the additional pupils proposed to join the school. New initiatives to ensure these are met are already being implemented and evaluated for impact. The pastoral systems, curriculum and the co-curricular provision are already broad and robust enough to support the proposed increase in numbers. Current accommodation for teaching and outdoor activities is sufficient to accommodate the planned increase in numbers.
- 3.5 Evidence indicates that the school would continue to comply with the ISSRs and associated regulations if the increased number of pupils were admitted

#### **Recommendation**

- 3.6 It is recommended that the material change is approved.



## 4. 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 year	Year 7
Second year	Year 8
Third year	Year 9
Fourth year	Year 10
Fifth year	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

### Key findings

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

- Pupils display excellent levels of knowledge, skills and understanding across and beyond the curriculum.
- Pupils of all ages are excellent communicators and demonstrate highly developed listening skills.
- Pupils have excellent and wide-ranging study skills. They are creative and adept thinkers with strong powers of analysis.
- Pupils display outstanding attitudes to all aspects of their learning, both in the academic curriculum and other experiences. They are highly motivated, diligent and keen to learn.

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

- Pupils are highly confident, reflective and have strong self-understanding.
- Pupils display excellent behaviour and extremely high levels of moral integrity.
- Pupils collaborate highly effectively and naturally and develop supportive relationships across all age groups.
- Pupils are strongly committed to contributing to the benefit of the community and the lives of others.

## Recommendation

4.3 The school is advised to make the following improvement.

- Enable pupils to deepen their understanding of others' faiths, beliefs, cultures, traditions and gender identity.

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

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

4.5 Pupils attain excellent examination results and achieve at an extremely high level in all subjects. In 2022, over three-quarters of results at A level or equivalent were at the top grades. This high level of attainment mirrors the centre- and teacher-assessed grades in 2020 and 2021. Results in GCSE are equally strong. In 2022 the vast majority of results were at the highest two grades, mirroring and improving on the centre- and teacher -assessed grades of 2020 and 2021. On entry, most pupils have an ability well above others taking similar ability tests nationally. Data show that even from this high starting point, at both GCSE and A level the majority of pupils achieve higher examination grades than expected. Pupils maintain strong progress throughout the school having excellent attitudes to learning, and strong motivation supported by exceptional study skills. Pupils with SEND and EAL successfully manage and adapt their learning so that their performance is comparable to their peers. Almost all parents who responded to the pre-inspection questionnaire agreed that their child's individual needs are met effectively. Pupils appreciate that all learning is valuable, whether or not it leads to an examination qualification. Their achievements are extensive, and pupils speak with pride about what they have accomplished and how the school facilitates this. Most pupils gain places against strong competition for the next stage of their education or employment. The governors are ambitious to recruit the best staff and resource facilities to enhance the learning opportunities for the pupils. They scrutinise results and challenge the school to make changes leading to improvement.

4.6 Pupils of all ages and abilities display an excellent level of knowledge, skills and understanding. Pupils use subject specific vocabulary with ease and accuracy, and they regularly work to levels beyond those normally expected for pupils of the same age. Year 7 pupils showed advanced scientific understanding when explaining the effect of antibacterial soap on fingerprints on a petri dish. Pupils apply their learning to real world situations, such as when Year 8 pupils linked the effect of acid on calcium carbonate to the acid damage to coral reefs. Pupils demonstrate excellent linguistic skills and express themselves with great fluency. They show great creative flare, as seen through the high-quality artwork around the school and also in their high level of musical performances. Many pupils demonstrate deep knowledge of subjects they are passionate about, being encouraged to follow their individual paths based on their interests in successful pursuance of the school's aims. Year 12 pupils showed in-depth knowledge of United States politics, resulting from independent research, when discussing the recent presidential state of the nation speech.

4.7 Pupils have excellent communication skills, and they adeptly express themselves with confidence both in interviews and conversation. They are erudite, articulate and command extensive vocabulary. Pupils use complex technical vocabulary appropriately and with great precision, such as in a GCSE biology lesson where pupils accurately used cohesion-tension theory to explain transpiration. Pupils speak confidently in debates and support their arguments with real world examples. They develop strong presentation skills as seen in Year 12 psychology when addressing cures for schizophrenia. Pupils listen attentively to both teachers and their peers and absorb information well. Pupils speak confidently and share ideas, often asking searching questions to challenge and extend collaborative thinking. Year 13 pupils demonstrated this well in economics when analysing the merits of a variety of competitive market structures. When reading aloud, pupils do so with confidence and use expression appropriately and in context. Year 10 pupils showed the effective application of listening and speaking skills in foreign language lessons, accurately constructing sentences and using them to converse in Mandarin. Scrutiny of work showed that across all subjects, pupils write with precision and flair and

pupils spoke of their love of creative writing. They value teachers' feedback, which consistently encourages them to make improvements or set targets for subsequent pieces of writing.

- 4.8 Pupils develop extremely strong numeracy skills, regardless of their starting points. They competently perform calculations, plot graphs and process results to enhance their learning across the curriculum. Year 9 music pupils volunteered numerical solutions to questions about chord structure. In personal, social and health education (PSHE), Year 10 pupils successfully used their knowledge of income and tax to develop a living budget based on a relevant scenario. Also in Year 10, pupils accurately interpreted a variety of charts and graphs concerning weather hazards and climate change. Pupils use mathematical reasoning effectively, as when younger pupils explained how to simplify algebraic expressions, debating the best method with one another. Older pupils confidently used data analysis and the use of mathematics to form logical chains of reasoning. Sixth-form physics pupils used logarithmic graphs and trigonometry assuredly to complete the presentation of results from their experiments on radioactivity and diffraction gratings.
- 4.9 Pupils are highly capable users of information and communication technology (ICT) which many choose to adopt as a tool to facilitate their learning across the curriculum. Most pupils use ICT to make notes, store their assignments and receive feedback and many report that this helps their learning. When the task requires, they adapt readily to the use of other applications such as imaging, language acquisition software, desk top publishing or creation of artwork. Specialist applications were observed being used confidently, including in Year 9 design and technology (DT) when pupils were adeptly displaying three-dimensional images of their designs for a passive speaker. The school has successfully initiated a personal device initiative enabling all pupils easy access to the virtual learning platform and other educational resources. More advanced skills were shown by Year 11 computing pupils when they discussed their programming decisions as they planned sequences. A small number of pupils have attained cyber-EPQ (extended project qualification) and their studies of cybersecurity have brought specific career opportunities.
- 4.10 Pupils have excellent study skills, competently drawing from a range of resources. They use these confidently in creative ways and readily adapt when presented with a new challenge. They adeptly analyse text, questions and data. Work scrutiny showed that many pupils have an enhanced ability to synthesise and process multiple sources of information in many different forms, across a range of subjects. Year 9 pupils spoke knowledgeably about their photography projects, using mathematical, technological and human concepts involved in the planning phases. Pupils hypothesise with ease and test out their theories through independent work and challenging the thinking of others in class debate. Pupils' analytical approach is particularly evident when learning new vocabulary and grammatical structures and applying them to translation. Year 7 French pupils demonstrated this when they worked on adjectival agreement. Pupils revel in relating the widest possible range of concepts and real-world applications. Year 12 politics, pupils exhibited an excellent ability to analyse information from a wide range of sources, including past reforms and synthesised their arguments to debate potential constitutional reform in the United Kingdom.
- 4.11 Pupils' achievements beyond the formal curriculum are outstanding and wide-ranging. Pupils have high aspirations and use their diverse talents to strong effect, being encouraged to take advantage of the many opportunities available to them. Several pupils are members of the National Youth and Children's Orchestras and National Youth Theatre or contribute to the Royal Academy summer school for art. Of the large numbers taking ABRSM grade qualifications, most gained distinctions or merits. The elite ensembles perform at an extremely high standard, including the swing band and the junior swing band, both of which were heard rehearsing during the inspection. Pupils have won national composition competitions, including Young Composer of the Year. Many pupils represent county or national squads in sports such as both men's and women's cricket, hockey, netball, rugby, gymnastics, golf, skiing, sailing, and athletics. The school teams have also been very successful. Many pupils have performed strongly in language, mathematics or science Olympiads, national and international university language challenges, and national computing challenges. The pupil-led model United

Nations group has won awards as an outstanding delegation at several recent events. A large proportion of pupils complete The Duke of Edinburgh's Award scheme, with many gold awards attained each year. The Combined Cadet Force and Corps of Drums are also well supported, with pupils becoming First Sea Lord Senior Cadet or Lord Lieutenant's cadet.

- 4.12 Pupils display excellent attitudes to all aspects of their learning both in the academic curriculum and other experiences. They are highly motivated, diligent and keen to learn so they make rapid progress. They enjoy transferring their learning to different contexts and readily make links between fields of knowledge. Year 11 sports science pupils brought their own experience and independently-researched evidence to a discussion on safe standing in sports stadia. Pupils work well independently and also thrive when working in groups helping each other whenever they have the opportunity. Many older pupils showed a thorough scholastic understanding and enjoyment of specific parts of their A Level courses. Younger pupils work purposefully such that they are highly productive within lessons. They readily share experiences and ideas and seek opportunities to broaden their learning beyond the taught curriculum, relishing research and projects and the challenge of competitions. Pupils' success is strongly augmented by their highly mature collaborative skills and their excellent ability to listen to each other. Pupils spoke about taking responsibility for their own learning and devising strategies to help them overcome any barriers that they faced, appreciative of the individual support afforded by their teachers.

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

- 4.13 The quality of the pupils' personal development is excellent.
- 4.14 Pupils demonstrate excellent levels of self-understanding. They are confident, reflective, and perceptive, aware of their own strengths and weaknesses, and accepting of themselves and others as individuals. They say that staff strongly model self-discipline and resilience but also kindness and understanding. They appreciate that teachers know them well. Pupils say that they feel comfortable to be themselves. When challenged, they manage their difficulties with perseverance and resilience. Pupils reflect on their own performance and find creative ways to make changes to achieve further success. Pupils spoke of how the many extra-curricular activities help them to develop resilience, especially through options such as the CCF, DofE and working with charities. They manage time well, both when supervised and unsupervised, encouraged by the ethos of the sixth form community, which prepares them well for the next stage of their lives. Pupils are keenly aware that they are experiencing a tolerant, kind, respectful, supportive environment, where both challenge and collaboration are encouraged and valued. Pupils appreciate the atmosphere and ethos, which prioritises care for them as individuals as stated in the school's aims. Governors and school leaders are committed to pupils' best interests and prepare them well for the future, enabling them to fulfil their potential.
- 4.15 Pupils reason well and are empowered decision makers. They display extremely mature attitudes and understand well the impact that their decisions may have on their futures and that of others. Many can be found choosing to work quietly in the library before school or arriving early for a lesson because they want to make an efficient start to their studies. Pupils succeed academically and socially because they invest effort in their learning. They are self-starters, ready to take positive opportunities such as choosing to work with the Samaritans because of a longstanding interest in psychology. Pupils spoke of how choosing extra-curricular activities can impact on well-being and the importance of considering and adopting different activities to develop a broad skill set over time. Whilst making their own life choices, they show sensitivity and empathy towards others, including those in the wider school and external communities. Pupils are supported effectively in their choices of subject and career paths. Year 13 pupils spoke warmly of the help and support given to them by staff when going through the university and college application process and of how this helped them be successful in achieving offers for the universities of their choice.

- 4.16 Pupils' spiritual understanding is good although some have difficulty explaining it. Whilst Year 13 pupils spoke of the relevance of studying theology and philosophy, and of the benefits this can bring, some struggled to explain its meaning for them in their own lives. Pupils did, however, show great awareness of how playing music, participating in sport, drama or art, or spending time outdoors in the natural world, enriches their lives and enables them to develop a wider appreciation of the non-material aspects of life. The abundance of artwork around the school testifies to pupils' creativity and how their inspiration is drawn from many sources including the spiritual. Some attest to the need to spend time in quiet reflection or prayer and appreciate the provision of quiet spaces to allow this. Pupils who attend the Christian Union have a very well-developed appreciation of faith related aspects of life.
- 4.17 Pupil behaviour is excellent, and they display extremely high levels of moral understanding. They have an acute sense of right, wrong, fairness and justice. They show great tolerance and respect for one another. They understand the importance of rules and demonstrate awareness of the need to respect laws within wider society. They accept responsibility for their own behaviour, show integrity and guide their peers and younger pupils when appropriate. There is an expectation of kindness and purpose throughout the school community. In questionnaire responses almost all parents and pupils agreed that the school promotes good behaviour. Pupils react maturely when learning about moral issues within academic lessons. For example, Year 11 pupils considering the impact and control measures for football hooliganism, arrived at a balanced and well-reasoned conclusion. A culture of listening astutely and sensitively to one another supports pupils' mutual moral understanding and good decision making. Year 10 pupils demonstrated a deep understanding of the rights and wrongs of the laws within past and present society. They debated with maturity the religious and moral arguments of dissecting bodies in aid of scientific research in Victorian times.
- 4.18 Pupils have excellent social awareness and relish working with others for the common good. Many perform well in leadership roles, particularly so older pupils, serving on committees or managing clubs. Pupils espouse and share their common values passionately, and work together to support causes as well as each other. They collaborate naturally on academic tasks and problem-solving activities. They work effectively in teams, for example in house competitions, music ensembles, drama, sport, and societies, and engineering challenges. Pupils' support for one another was exemplified by a Year 7 trampolining lesson where pupils encouraged and took delight in each other's progress. Similarly, sixth formers demonstrated supportive interest in others' experiences on their return after university assessment days. Pupils speak with pride about their participation and success in the electives modular options programme containing a wide range of studies and life skills including community projects and outreach. They feel it has made an important difference to their own lives and the way they conduct themselves.
- 4.19 Pupils demonstrate deep commitment to making a positive contribution to the lives of others. They want to make the world a better place, aware of their advantages and with a strong sense of responsibility in fulfilment of the school's aims. Older pupils contribute in many ways to the lives of younger pupils, as social and academic mentors, leading music ensembles, art and technical clubs, and sports activities. Several also successfully grasp the leadership opportunities afforded by CCF and DofE programmes. Pupils are enthusiastic supporters of the wide range of charitable and voluntary opportunities, many of which are initiated and led by pupils. There are many fundraising events like the Zumbathon and the pram race as well as cake sales and non-uniform days. Many pupils volunteer to work on projects in the wider community such as giving tuition to children from the local women's refuge and helping to run a Maths Master Class and a Creative Coding Class for local primary schools. Some pupils help at the local foodbank, eco-projects and care homes. Through these practical experiences, they gain empathy and understanding so that they become considerate and caring adults.
- 4.20 Pupils demonstrate high levels of respect, sensitivity and appreciation of diversity of cultures and individuals. They are tolerant and kind. In a culturally diverse community, their positive attitudes,

natural empathy and excellent behaviour create a harmonious school. In questionnaire responses, almost all parents agreed that the school promotes respect and tolerance for other people. Pupils are acutely aware that everyone is an individual and consequently all are different. They value the diversity of race, religion and culture within the school and treat all with respect. Pupils speak of the space for people of different religions to take time for prayer. Pupils appreciate that the wide ethnic mix enriches their lives. Pupils said that they feel comfortable in school to be themselves. They also explained say that although theme days, PSHE and assemblies provide different perspectives, they would like to develop a deeper understanding of other's faiths, beliefs, cultures, traditions and gender identity.

- 4.21 Pupils know how to stay safe and understand how to be both mentally and physically healthy. Pupils manage risk online and know how to get help if they feel unsafe. In questionnaire responses a few pupils disagree that the school encourages them to be healthy. However, most pupils engage with the wide range of physical activities available to them. They understand the importance of exercise, sleep and a healthy diet, even if they don't always make the healthiest choices in the tuckshop. Year 7 pupils discussed how good hygiene reduces bacteria which spread infections. Contributors to the pupil magazine suggested healthy substitute ingredients for favourite recipes. In PSHE, pupils discussed and clearly understood the adverse health impact of vaping. Pupils know they need to manage stress and appreciate the provision of quiet spaces and support in the wellbeing hub, and the opportunity to speak with staff about worries or problems they might have. Governors and senior leaders have prioritised the establishment of the wellbeing centre and the snug, as well as the selection of its dedicated staff.

## 5. Inspection Evidence

- 5.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Linda Smallwood	Reporting inspector
Ms Adrienne Richmond	Accompanying reporting inspector
Mr Caron Evans-Evans	Compliance team inspector (Deputy head, HMC school)
Mr Jonathan Andrews	Team inspector (Academic director, HMC school)
Mr Jeremy Hallows	Team inspector (Deputy head, HMC school)
Mr Stephen Holroyd	Team inspector (Deputy head, HMC school)
Mr William Ings	Team inspector (Head of department, HMC school)
Mr Michael Punt	Team inspector (Head, HMC school)