



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Gateways School

October 2018



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School's Details

School	Gateways School			
DfE number	383/6007			
Registered charity number	529206			
Address	Gateways School Harewood Leeds West Yorkshire LS17 9LE			
Telephone number	0113 2886345			
Email address	gateways@gatewayschool.co.uk			
Head	Dr Tracy Johnson			
Chair of governors	Mr Robert Barr			
Age range	2 to 18			
Number of pupils on roll	321			
	Boys	62	Girls	259
	EYFS	64	Prep school	110
	High School	116	Sixth form	31
Inspection dates	2 to 4 October 2018			

1. Background Information

About the school

- 1.1 Gateways School is an independent co-educational day school for pupils aged from 2 to 18 years. It was founded as a preparatory school in 1941, and secondary provision was added in the 1960s. The school is administered by a board of governors.
- 1.2 The school comprises four sections: Early Years Foundation Stage (EYFS) for children aged from 2 to 5 years; the prep school for pupils aged from 6 to 11; the High School for girls aged from 11 to 16; and the sixth form for girls aged from 16 to 18.

What the school seeks to do

- 1.3 The school aims to offer a personal education that places individuals at its heart and allows everyone to shine. It seeks to provide a happy, safe and secure environment where pupils are both challenged and supported. The school endeavours to offer an academic programme with high standards and develop caring relationships between all members of the school community.

About the pupils

- 1.4 Pupils come from a range of professional and business families, who live in the local area and represent its ethnicity. Nationally standardised test data provided by the school indicate that the ability of prep and senior school pupils is above average, and that of sixth form pupils is below average. The school has identified 73 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia, 47 of whom receive additional specialist help. No pupil in the school has an education, health and care plan or a statement of special educational needs. English is an additional language (EAL) for 7 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 8 pupils as being the most able in its population, and the curriculum is modified for them and for 17 other pupils because of their special talents in sport or the performing arts.

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. 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 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 prep school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in 2016 were in line with, and those in 2017 above, the national average for sixth formers in maintained schools.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 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 their 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 variously published, provided or made available to parents, inspectors and the Department for Education. These include 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. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

PART 7 – Manner in which complaints are handled

2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

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

PART 8 – Quality of leadership in and management of schools

2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

2.20 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

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>
Nursery	Nursery
Pre-Reception	Nursery
Reception	Reception
Transition	Year 1
Lower One	Year 2
Upper One	Year 3
Lower Two	Year 4
Upper Two	Year 5
Lower Three	Year 6
Upper Three	Year 7
Lower Four	Year 8
Upper Four	Year 9
Lower Five	Year 10
Upper Five	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

Key findings

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

Pupils of all ages seek to achieve to the best of their ability, and make very good academic progress.

Pupils have well-developed communication skills. They are highly articulate and confident speakers, and listen and respond maturely.

Pupils have very positive attitudes to learning, and are hardworking and resilient.

Pupils do not always understand how they can improve their work, because not all marking provides helpful feedback or targets for improvement.

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

Pupils have a highly developed sense of responsibility to their school community, and enjoy contributing to its happiness and cohesion.

Relationships between pupils, and between pupils and staff, are very positive and are founded upon strong mutual respect.

Behaviour is exemplary at all times, and pupils are invariably well mannered and polite.

Pupils exhibit extremely strong collaboration skills and mature social development.

Pupils have a strong awareness of health and well-being, and understand the importance of living a balanced lifestyle.

Recommendation

3.3 In the context of the excellent outcomes, the school may wish to:

Ensure that all marking provides helpful feedback or targets for improvement, so that pupils always understand how they can improve their work.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Throughout the school, pupils strive to achieve to the best of their ability across the wide range of academic and extra-curricular opportunities available to them. In the EYFS, all children are making very good progress consistent with their age and development. By the end of Reception, the majority are exceeding many of the Early Learning Goals. In the prep school, scrutiny of pupil's work indicates that overall pupils are making very good progress in relation to the average for those of similar abilities. The following analysis uses the national data for the years 2015 to 2017. These are the most recent three years for which comparative statistics are currently available. Performance at GCSE has been above in relation to the national average for maintained schools. A-level results in 2016 have been similar to, and those in 2017 above, the national average for maintained schools. In 2018, almost all GCSE candidates achieved Grade 4 or above, and a majority achieved Grade 7 or above. All pupils passed at A level and a majority gained A* or A grades. Almost all university applicants achieved admission to their first or second choice of university, often to highly competitive institutions and courses. Pupils with SEND or EAL achieve to the same level as their peers, and often outperform expectations. Small class sizes and close attention by teachers to individual needs, including specialist support if needed, are major factors in the excellent academic achievement of all groups. Almost all parents and pupils who responded to the pre-inspection questionnaire reported that the school enables pupils to make good progress.
- 3.6 Pupils' development of their knowledge, skills, and understanding is very good throughout all age groups. It is strongly supported by the pupils' positive attitudes to learning and a broad creative and academic curriculum. Work scrutiny and classroom observation show that pupils understand their learning objectives and the attitudes needed to achieve success. Pupils are enthusiastic and motivated in lessons and they apply themselves well. Prep school pupils showed an exceptional knowledge and understanding of rhythm and tempo when using the correct notes to write their own rhythms. Their skills in collaborative learning are strong and they greatly enjoy working in pairs or small groups, where they have the ability to listen maturely to the views of others, and the confidence to express their own opinions. In a senior school physical education lesson, pupils collaborated very well to get team members onto a bench. Pupils competently apply their knowledge and skills across subjects and communicate with clarity and confidence both orally and on paper, being extremely articulate, mature, and confident. Pupils are stimulated by open-ended questions, responding knowledgeably and with intuition. Senior school pupils can think logically, link ideas, ask perceptive questions, and answer intelligently, as was seen in an A-level biology lesson where pupils confidently used specialist terms when discussing rate graphs. In many subjects, such as geography, pupils demonstrate high-order thinking skills to analyse information and to develop ideas. Although much of the marking is regular, thorough and contains constructive comments, pupils do not always understand how they can improve their work, because not all marking provides helpful feedback or targets for improvement.
- 3.7 Pupils' literacy skills are strong. Reception children demonstrate a good understanding of phonics and graphemes, and their writing and speaking skills develop rapidly as they grow in confidence and maturity. Younger pupils showed a very good grasp of descriptive words when writing an appreciation of *The Twits* by Roald Dahl. In an English lesson, pupils exhibited meaningful analysis of their own strengths and interests when writing about which elements of their English course that they did and did not like. Communication is excellent across a wide range of varying forms of expression by senior school pupils, as shown in a Year 11 essay on the existence of God which exhibited deep thinking and powerful use of language to explain their views. Written work shows maturity, and scrutiny of pupils' books demonstrate that they work hard and cover a considerable amount of work, almost all well-presented and organised. Pupils are mature and considerate listeners, and demonstrate this in assemblies and presentations, where they listen with respect.

- 3.8 Pupils from the EYFS and upwards are very good mathematicians. The youngest children demonstrated their ability to count, add and subtract, and recognise written numbers while using conkers. Young prep pupils showed a mature appreciation of place value when exploring money and tackled with confidence extension work and problem solving when deciding how to make up the same amounts without using the same coins and notes. Senior school pupils have very good numeracy skills which enabled them to confidently find the area and perimeter of both regular and irregular shapes. They demonstrate good numeracy and scientific knowledge and apply these skills across the curriculum, for example when testing a hypothesis on binary shift, or when constructing a box and whisker graph to aid the analysis of temperature differences between London and Sydney.
- 3.9 Excellent practical and investigative work is evident in many subjects throughout the school, for example in religious studies (RS) younger pupils researched Harvest Festival celebrations around the world to a very high standard, while older pupils produced a thoughtful study of 'life as a Tudor sailor'. Throughout the senior school, pupils are able to study independently and enjoy undertaking research projects. An exceptional independently researched presentation on 'mass movement' was seen in a sixth form geography lesson. Sixth form pupils have many opportunities for independent research, as seen through their Extended Project Qualification (EPQ) work, much of which is of the highest quality and shows incisive thinking.
- 3.10 Pupils of all ages competently apply a broad range of information communication technology (ICT) skills, as well as specific computing skills such as coding. For instance, children in the EYFS confidently used a programme on the interactive whiteboard to refine their mathematical skills, while younger geographers used their tablets to aid data handling in a study about Mumbai. Senior pupils displayed a wide variety of ICT skills in preparing a film for use in an assembly, including preparing voice overs and integrating music. Pupils participate very well in enrichment activities such as subject clinics for thinking skills, and trips out of school to support their learning and understanding. They also make strong use of an online learning programme which they use to spot mistakes, collaborate with their peers, and share in their self- assessment.
- 3.11 All groups of pupils excel in a wide range of creative and physical pursuits. This is because leaders and governors have successfully embedded an enrichment programme and ensured the provision of sport, music and drama activities. Imaginative and creative art is displayed throughout the school. Musical groups perform at a high level both within school and beyond. There are termly concerts in both the prep and High School, and events such as the 'cabaret evening' where pupils perform solo pieces are greatly enjoyed. Selected pupils take part in the Harrogate Festival and pupils have become members of a regional opera group. Opportunities such as the forthcoming choir tour to Tuscany and the invitation to sing at the opening of the Harewood Christmas season encourage pupils to perform at the highest level, so aiding their development. The vast majority of results of individual music examinations are at merit or distinction level. Very high standards of drama, dance, and music were seen during the inspection, and these are brought together in full school productions. Strong debating skills are demonstrated through opportunities such as the debating club, but also within lessons where discussions are encouraged, such as in a senior business studies class where pupils argued the place of ethics in business. A significant number of pupils gain Gold, Silver and Bronze Awards in the Duke of Edinburgh Award scheme.
- 3.12 School teams of all ages are highly successful in a wide range of competitions, and exceptionally talented pupils represent national, regional, and county teams in a range of sports including cricket, netball, swimming, show-jumping, and fencing. Last year the under-16 netball team reached the finals of the national schools' competition. Pupils' non-academic achievements are of a high standard because leaders and governors have ensured that the ethos of performing to the best one can is promoted through specialist coaching for all ages and the school's extensive sports programme.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils grow in confidence throughout their time at school, and thus the school is very successful in meeting its aim of promoting the development of caring relationships based on mutual trust and respect. The house system, and the strong pastoral support from staff, are major influences on the pupils' admirable personal development. Pupils excel in personal attributes such as friendship, consideration, teamwork and service.
- 3.15 Pupils of all ages are happy, confident and outgoing young people who say they feel valued and included. They are comfortable in themselves and in their relationships with each other. Pupils are eager to take advantage of the extensive range of opportunities and challenges provided for them by the school. They are confident and resilient and have notable self-discipline. The youngest children are naturally curious, love to explore and are brave in the way they persevere with new challenges both in the classroom and beyond such as when building dens within the outdoor play area. They are eager to seek out the world of new experiences and are aided in this by outdoor spaces which have a large range of sensory experiences for them to explore. The positive and encouraging environment allows reticent children to build confidence. Throughout the prep school, pupils' self-understanding is very well developed. They readily embrace and seek opportunities to self-assess their work and reflect on, and improve, their own performance and understanding, as was seen in a prep school Mandarin lesson where pupils analysed their own pronunciation, assisted by feedback from their peers. They appreciate that perseverance, hard work and resilience are key to their development. The weekly merit assembly, where their achievements are recognised, encourages pupils to work to the best of their ability. Most parents who responded to the questionnaire agreed that the school meets their child's particular individual educational needs effectively.
- 3.16 Senior pupils are mature and independent, exhibiting good self control and a reflective attitude to their own strengths and weaknesses. This was seen in a lesson where older pupils with SEND reflected and then discussed what they found most difficult in their academic studies. Pupils aspire to aim high academically but recognise the value of other qualities in life apart from academic success, as senior school pupils described when talking about the pleasure they got from walking with their friends on expeditions. Leadership and management are effective in promoting a community within which pupils feel a strong sense of belonging and fulfilment which promotes their confidence. The school is successful in their aim to provide a safe environment in which pupils can recover from mistakes and move on.
- 3.17 Pupils are very skilled at making decisions that influence their daily life and future. The youngest pupils direct much of their own learning. They decide what direction their learning and play will take by following their imagination and curiosity through selecting their own choice of activity and resource. As they grow through the school their decision-making skills develop as they learn to select from the wide range of choices available to them on a daily basis. Pupils learn to manage their time well, coping maturely with the pressures they face in a very busy school schedule, where expectations of their involvement are high. They balance their academic work and extra-curricular activities and make informed decisions about the best use of their time, such as selecting which careers seminars to attend from the many options available. All pupils are able to influence their own learning through their choice of enrichment activities. Senior school pupils enjoy deciding which subjects they will choose for examinations from the extensive range available for them, and to which university they should apply. Senior school pupils showed great maturity when explaining how they rationalised the desire to be with their friends for lessons against actually choosing the subjects most suited to their needs.

- 3.18 Pupils demonstrate an excellent awareness and appreciation of spiritual matters. This begins in the earliest years, and continues as they move through the school. Pupils constantly reflect on their own lives, the impact they have on others, and on the wider world. For example, younger pupils spoke of the importance of kindness when learning about Sikhism. Senior school pupils' spiritual understanding is well developed, and they have a mature philosophical insight into a range of issues. This was seen in a lesson where older pupils discussed the moral position surrounding the use of the death penalty. All pupils have a deep-rooted appreciation of the non-materialistic aspects of life such as art, music, and poetry, as displayed by their support for their peers at concerts and plays. They recognise that they live in a multicultural and diverse world, and enjoy learning about other cultures and religions, as was seen in some prep school work on Hinduism. Pupils of all ages demonstrate a passion for the environment and an appreciation of their own surroundings. They understand the value of looking after their environment, from the children in the EYFS's appreciation of their outdoor areas, to the importance of reducing waste in school and of recycling. During interviews, pupils indicated that through their RS lessons, assemblies, and interaction with each other, they have a good understanding of other faiths.
- 3.19 Pupils have a strong moral code and understanding, as they displayed when discussing behaviour in interview. There is a sense of mutual trust amongst each other, and with their teachers. The ethos and values promoted by the school are well respected and known. Pupils are invariably polite, courteous and respectful, and their behaviour and sense of responsibility around the school site was observed to be exemplary. Their strong self-discipline gives the school a quiet and purposeful atmosphere. Pupils have a genuine sense of right and wrong, and understand the consequences of their actions. They have clear expectations of their own conduct and understand and support the school's sanction system, although they reported that it rarely has to be used. Pupils have a very strong moral code and are assisted in the development of this by their teachers who use opportunities in class to discuss relevant issues. Pupils' deep understanding of their role in the wider world is demonstrated in form time sessions on British Values and in their personal, social, health, and economic education (PSHE) syllabus, where the rules and laws of the land are discussed. In interview, pupils demonstrated a mature understanding of democracy and systems of government, which they illustrated with reference to elections onto the school council. Almost all parents and pupils who responded to the questionnaire agreed that the school actively promotes good behaviour and expects pupils to behave well.
- 3.20 Pupils' contribution to others both within the school and beyond is extremely good. From an early age they enjoy the responsibility of contributing to many school councils and committees to influence their and other pupils' lives in school. The youngest pupils in the Nursery learn to share, and prep school girls and boys were observed mixing naturally together in all of their games. Pupils of all ages are keen to contribute, as was seen in a senior school hustings meeting where their speeches highlighted their willingness to take on additional responsibility and to contribute positively to the school community. The strong house structure and system of form representatives promote pupil autonomy and provide an opportunity for pupils to shape their own school community. Pupils take their roles of responsibility seriously whether helping as prefects, monitors, librarians, form captains or class helpers. This was particularly evident in a form assembly where older pupils spoke maturely about arrangements for their end of year celebrations and many pupils volunteered to chair various committees researching the different elements involved in the event.
- 3.21 Pupils have a strong awareness of the needs of others both in the local area and the wider world, which is reflected in their extensive charity and voluntary work. They decide which charities to support each year, following a meeting at which the merits of the various options are discussed. Once a charity has been selected, pupils play an active role in deciding which fund-raising events to organize. A very successful trip to Cambodia recently gave sixth form pupils the chance to make a difference, such as by decorating and refurbishing a local junior school. This experience greatly increases their understanding of other cultures and an appreciation of those less fortunate than themselves. In the multicultural environment of the school, differences are naturally accepted, and pupils are tolerant of

these. Senior school pupils show respect for each other's abilities and interests regardless of cultural background. Pupils who were interviewed expressed the view that their similarities are greater than their differences. Most parents and almost all pupils who responded to the questionnaire agreed that the school actively promotes values of democracy, respect, and tolerance of other people.

- 3.22 Pupils show an excellent understanding of healthy living and spoke eloquently about the need for a healthy lifestyle and a positive balance between work and leisure. In the EYFS and prep school, pupils understand how to stay safe and healthy. The youngest children could talk about the importance of washing hands and eating healthy food. Pupils are aware of the importance of physical fitness; the extensive programme of activities available ensures that they can all find a sport or activity to enjoy. Discussions with them reveal that they are aware of the importance of good nutrition and a balanced diet. Pupils grow to understand their own development through discussing themes such as keeping fit and healthy in their PSHE work. The focus on improving awareness of mental health in the school is valued by the pupils for raising their understanding of how to handle difficult situations and stress. They are very appreciative of having access to a listener and a dedicated listening room, and spoke maturely about recognising that whilst they could discuss concerns in confidence, they realised that safeguarding concerns could become paramount. Pupils of all ages are aware of how to stay safe in the use of technology as a result of their comprehensive e-safety training. They know to inform a trusted adult if they have any concerns.

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 and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr William Ibbetson-Price	Reporting inspector
Mr Dan Slade	Compliance team inspector (deputy head, ISA school)
Mrs Claire Hewitt	Team inspector (head, GSA school)
Mrs Angela Clancy	Team inspector (head of learning skills, HMC school)
Mr Nicholas Vernon	Team inspector (head of junior school, HMC school)