



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Clifton High School**

**June 2023**

## Contents

<b>School's Details</b>		<b>3</b>
<b>1. Background Information</b>		<b>4</b>
About the school		4
What the school seeks to do		4
About the pupils		4
<b>2. Regulatory Compliance Inspection</b>		<b>5</b>
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		7
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
<b>3. Recommendation with regard to material change request</b>		<b>8</b>
Summary of findings		8
Recommendation		8
<b>4. Educational Quality Inspection</b>		<b>9</b>
Preface		9
Key findings		9
Recommendation		9
The quality of the pupils' academic and other achievements		9
The quality of the pupils' personal development		11
<b>5. Inspection Evidence</b>		<b>14</b>

## School's Details

<b>School</b>	Clifton High School			
<b>DfE number</b>	801/6001			
<b>Registered charity number</b>	311736			
<b>Address</b>	Clifton High School College Road Bristol Avon BS8 3JD			
<b>Telephone number</b>	0117 973 0201			
<b>Email address</b>	schooloffice@cliftonhigh.co.uk			
<b>Headteacher</b>	Mr Matthew Bennett			
<b>Chair of governors</b>	Mr James Caddy			
<b>Proprietor</b>	Clifton High School Council of Governors			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	725			
	<b>EYFS</b>	43	<b>Juniors</b>	213
	<b>Seniors</b>	370	<b>Sixth Form</b>	99
<b>Inspection dates</b>	6 to 8 June 2023			

## 1. Background Information

### About the school

- 1.1 Clifton High School is an independent co-educational day school, located in a suburb of central Bristol. It was established in 1877 as a senior school for female pupils only, later adding a co-educational junior section. The school became fully co-educational in September 2009. It operates a curriculum model of teaching male and female pupils in Years 7 to 9 separately, for English, mathematics and science.
- 1.2 The school is a registered charity, governed by a council of governors, who are also the proprietors. Since the previous inspection, a new head of school has been appointed with other changes to the leadership team. The school no longer offers boarding with host families.

### What the school seeks to do

- 1.3 The school's overarching aim is to realise individual brilliance and to ensure that all pupils enjoy learning, see the worth in a holistic education and try their very best within a safe environment. The school intends to support this aim through four key values which are embedded in the school community: curiosity, empathy, love and direction. The school seeks to ensure each individual is valued for the person they are, and to support them in the direction that they have chosen.

### About the pupils

- 1.4 The majority of pupils live in Bristol, with others travelling from neighbouring counties. Families come from a range of professional, creative and business backgrounds. The ability of pupils is broadly average compared to those taking similar tests nationally. The school has identified 176 pupils as having special educational needs and/or disabilities (SEND), of whom 113 receive additional specialist help. These needs include dyslexia and specific learning difficulties. Two pupils have educational, health and care (EHC) plans. There are 146 pupils with English as an additional language (EAL), of whom 42 receive support for their English. The school modifies the curriculum for pupils it identifies as the most able.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

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

Additionally, this visit serves as a material change visit to assess the school's proposal to increase the school's registered capacity from 750 to 820.

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

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

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

## Key findings

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

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

- 2.2 In the junior school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, the school's GCSE and A-level results in the years 2019 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

### **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

## **PART 5 – Premises of and accommodation at schools**

2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

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

2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

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

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

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

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

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

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

### **3. Recommendation with regard to material change request**

#### **Summary of findings**

- 3.1 The school's safeguarding policy and procedures for ensuring the safety and welfare of all pupils are robust and effective. The designated safeguarding lead (DSL) and deputy DSLs provide sufficient cover for their role, including in the Early Years Foundation Stage (EYFS) and sixth form, and will continue to do so once the proposed material change takes place. Staff, including the safeguarding team, are suitably trained. They understand and implement their safeguarding responsibilities effectively. Governors' oversight of safeguarding policy and practice is effective.
- 3.2 Governors monitor effectively to ensure that the school is a safe working environment. Staff responsible for health and safety in the school have appropriate training and expertise. The school ensures that all required health and safety checks and maintenance are carried out, including through the use of external professionals to review and advise.
- 3.3 There are suitable procedures in place for ensuring the fire safety of the school. The signage and exit routes in case of emergency are clearly visible. Fire safety equipment is tested regularly and logs kept. The school carries out fire evacuation drills at least termly. Staff are appropriately trained in fire safety, with staff designated as fire wardens given additional training by an external provider. Pupils are also given training in fire safety and there are suitable arrangements in place for visitors to the site. Pupils and staff with any particular needs are provided with a personal evacuation plan. Suitable fire risk assessments are in place.
- 3.4 The school has a robust and effective approach towards risk assessment and considers it in the broadest of terms. The school provides useful guidance to staff completing risk assessments and all risk assessments are signed off by a senior leader with responsibility for this area. They are carried out for internal classroom situations as well as all trips and external activities. Any medical needs are always considered with effective liaison with the medical centre. The school has reviewed its risk assessments effectively in the light of possible roll increase.
- 3.5 Supervision rotas are produced and managed by a senior leader and cover every area of the school at key times of the day. There are reserves in place in case of absence. The arrangements for the Early Years Foundation Stage (EYFS) are suitable and meet the requirements. The school employs sufficient staff to supervise the proposed maximum number of pupils effectively.
- 3.6 The school ensures that recruitment procedures for all staff, supply staff, volunteers and governors are robust and effectively administered. Pre-employment checks are recorded as required in the single central register.
- 3.7 The school provides suitable toilet, washing and medical facilities. Water provision, acoustics and lighting all meet requirements. The premises and accommodation are well-maintained and have sufficient capacity to cater for the proposed increase in the number of pupils, including with regard to the outdoor space, classrooms and dining facilities.
- 3.8 Governors, leaders and managers have planned effectively for the proposed increase in pupil numbers. The school is likely to be able to meet the standards if the proposed changes are implemented.

#### **Recommendation**

- 3.9 It is recommended that the school's proposal, to increase the school's registered capacity from 750 to 820, be 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.

### Key findings

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

- Pupils achieve excellent results in their work throughout the school.
- Pupils are highly adept in their use of information and communication technology (ICT), which is embedded in their learning.
- Pupils display a positive attitude in their learning and work effectively, both independently and collaboratively.
- Pupils are highly confident communicators both orally and as listeners.

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

- Pupils are confident individuals and reflect thoughtfully on their work and their own progress.
- Pupils are highly effective in the way they work together in the classroom and in their activities beyond.
- Pupils are conscious of the importance of helping each other within their own community and embrace this fully.
- Pupils are very aware of the need to maintain a healthy lifestyle, both physically and emotionally and understand how to do so.
- Pupils have an excellent sense of responsibility for themselves and towards others, reflecting the core values of the school.

### Recommendation

4.3 The school is advised to make the following improvement.

- Enable pupils to develop further their awareness of the wider community through greater involvement, both locally and further afield.

### 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 achieve a high standard of results in public examinations. In 2022, almost half of A-level grades awarded were at A\* or A, these results exceeding expectations of pupils' performance and significantly above the national average. Similarly at GCSE, almost half of grades awarded were at grades 9 to 7, again exceeding expectations. Pupils with SEND and EAL also achieve results in line with the main

cohort. The results in 2022 were stronger than those achieved when the previous public examinations took place. The majority of Year 13 leavers go onto university to study a variety of courses with others taking up apprenticeships and foundation courses. Data from the junior school, including the EYFS, also indicates that the vast majority of pupils are working above the national average and make continuous progress through the years. This strength of outcome is reflected throughout the school in lessons and written work, where pupils achieve a high level of success and make excellent progress. This level of success is promoted by committed teaching and the effective use of systems to monitor and support progress, directed by the school's leaders. The achievements of the pupils is fully in keeping with the school's aim to develop their individual brilliance and a passion for learning.

- 4.6 Pupils display a strong level of knowledge and skills throughout the school and across the full range of subjects. They are able to recall prior work and apply this to new areas, reflecting an excellent level of understanding. In turn this reflects the support from well-directed lesson planning. Pupils in the junior school demonstrated a clear understanding in their discussion on how living things adapt to their environment and made thoughtful connections with the adaptability of the wider world. Pupils throughout the school are curious and confident learners who are encouraged to collaborate, reflect, express themselves and support each other in their learning, which is evident during lessons. In the questionnaires, parents commented positively on how the school encouraged pupils to develop a strong curiosity for learning. Pupils in a Year 8 Spanish lesson were confident in their ability to translate sentences from English, without fear of failure and the more able pupils successfully used ambitious and interesting connectives to join their sentences together. Pupils' acquisition of creative skills was seen in a Year 9 art lesson, making cultural masks, where pupils showed great independence and control over the application of their skills and understanding.
- 4.7 Pupils are confident communicators both in lessons and in their activities beyond the classroom. They are not afraid to voice their opinions. They are also active listeners and learn effectively from each other. Pupils in the junior school are encouraged in lessons to share ideas, and they work effectively in pairs, small groups and in general class discussions. They embrace challenges and want to do well. Their engagement with each other is measured and mature. Pupils in a Year 5 science lesson clearly articulated their observations about the changes humans go through life, from infancy to adulthood. Pupils throughout the school demonstrate written skills that are well developed and most take pride in the presentation of their work. During their interviews, pupils were eager to share work of which they were particularly proud, and they used sophisticated vocabulary when explaining in detail their achievement.
- 4.8 Pupils have strong numerical skills and use these effectively in other subject areas. Their mathematical skills and understanding are excellent. Learning is supported by the effective use of well-chosen resources and learning opportunities. Pupils recognise the value of sound skills in numeracy and recognise the value of being able to use and apply these skills in subjects across the curriculum. Children in the EYFS sold 'ice cream' in their role play area, thinking about money and numbers, inventing prices and writing receipts. In a Year 2 mathematics lesson, all pupils were engaged fully in the lesson, they demonstrated that they could read and complete a tally chart. Different challenges enabled all of them to complete tasks appropriate to their level of mathematical ability. The manipulation of numbers and the representation of numerical information in the form of graphs and tables was seen being used successfully by pupils in Year 9 in their physics and chemistry lessons.
- 4.9 Pupils are highly adept in their use of ICT and this is a real strength of the school. It is embedded in the way pupils work, as an integrated tool for learning. They move smoothly from one application to another, making full use of the research potential and then applying this to annotating and developing their written results. Pupils in Year 6 were effective in their use of software which programmed toy bricks to create a crazy-golf course. Through initial trial and error, they negotiated the task with high levels of success. During a Year 7 projects lesson, pupils used digital editing software to alter their photographs with confidence and skill. Year 9 pupils in a music lesson made excellent use of their devices and different music applications to compose variations on a film theme score. Pupils in a Year

9 English lessons were making excellent use of their devices in their study of a text. They annotated their ideas on screen around the text extract and then made alterations as suggested by other pupils in discussion. This then enabled them to produce a stronger finished product.

- 4.10 Throughout the school, pupils develop excellent study skills. Pupils are self-motivated and able to work both collaboratively and independently. Pupils make full use of the resources around them to support their learning. Pupils in Year 5 demonstrated their thinking skills in discussions to strong effect when hypothesising about developmental milestones, talking about the size of the brain and its growth during the first few years of life. They made perceptive links between talking and playing and how children mimic the behaviour of adults and other children. Excellent study skills were also seen during a Year 8 history lesson where pupils were using strong analytical skills to look at sources and decide how these supported their definitions of slavery and then to analyse why slavery happened. Pupils in a Year 9 English lesson analysed thoughtfully how dystopian literature tended to focus on the inequalities between different groups, producing excellent definitions of humanity. The demanding expectations of staff along with the creative and thoughtful tasks set them, enable pupils to develop their study skills at this high level.
- 4.11 Pupils throughout the school participate fully in the extensive extra-curricular programme promoted by the school's leadership and resourced by the governors, and gain success in their many activities. Several senior pupils are involved in an athlete development programme, currently performing from county level up to international level. These athletes include national tennis players, Bristol Academy rugby players, county hockey players, fencers and national swimmers. Pupils enthusiastically participate in the Duke of Edinburgh's Award (DofE) scheme and a number achieve gold every year. Pupils all through the school achieve awards in both ABRSM music exams and Trinity speech and drama exams, including at the highest level. They also perform successfully in a number of music ensembles and drama productions, seen in recordings during the inspection. Artists have their work shown in local exhibitions and in the Royal Academy young artists online exhibition. There are gold awards gained in national mathematics and science challenge competitions. The Young Enterprise group have won accolades regularly over the years and the current team are representing the region in the south-west finals. Teams compete each year in an engineering competition to design a glider and have gained success, including being national champions this year.
- 4.12 Pupils' attitudes towards learning are excellent, reflecting the school's aim to develop their passion for learning. Pupils in the EYFS demonstrated excellent initiative and independence when junk modelling, selecting the correct equipment and making good material choices to create some original trumpets and flowers. The pupils' positive approach to learning is nurtured at all age levels by consistent teaching approaches. Throughout the school, pupils work extremely effectively both independently and collaboratively, where they remain on task, share responsibility and are productive. Pupils were seen working with a clear sense of purpose. In discussion, junior pupils said that most people work hard and help each other, that pupils really enjoy their learning, and the days go quickly. Pupils in a Year 7 music lesson worked together successfully to produce their piece of minimalist composition, showing excellent initiative in coming up with musical ideas and then developing them into a sophisticated finished product.

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

- 4.13 The quality of the pupils' personal development is excellent.
- 4.14 Pupils are very confident individuals and take risks in their work without fear of being judged. This is very much part of the school's culture. This confidence is underpinned by the positive relationships between pupils and teachers and a well-developed system of pastoral support. In the questionnaires, parents and pupils comment positively on the school's ethos of kindness and inclusivity where there is a focus on them as individuals. Pupils have no inhibitions about displaying the strength of their learning. In the EYFS, the empathetic support from staff enables the very youngest children to

overcome any separation fears when they first start school. The continued support pupils receive from school enables them to develop a strong level of resilience, and they grow in confidence as they move through the school. Pupils in Years 5 and 6 were seen fully engaged in explaining to their parents what was in their books and the feedback they had received from staff. In a Year 9 English lesson, some excellent links were made between the text being studied and the pupils' own feelings and understanding of themselves. They identified that human traits are the same in all contexts. They also made excellent use of self-reflections to identify things they could improve on.

- 4.15 Pupils understand the importance of taking control of their own futures and they have a thoughtful and mature approach towards decision-making, as expressed in interviews with them. Pupils learn to make good choices in their work, through the open-ended nature of many of their lessons, as well as in their planning for the future, where they appreciate the support of the school. Children in the EYFS make sensible decisions about the direction of their play and which activities to engage with. Through the infant school into the junior school, pupils consider the consequences for their actions. In a number of lessons, pupils were observed enjoying the choice they had over the degree of challenge in their work, and this demonstrated a sense of empowerment in directing their progress that reflects the culture of learning in the school. Through the school council pupils can discuss and suggest actions, working democratically to look at ways of improving and developing the school environment and the experience for pupils. Pupils say that they feel that they have a voice and are listened to.
- 4.16 Pupils demonstrate an excellent sense of open-mindedness and curiosity about themselves and the world around them. Pupils in Year 8 talked about how they have enjoyed discussing and debating topics in religious studies, such as whether it is acceptable for Christians to go to war. The youngest children demonstrate curiosity and an eagerness to learn as they explore the wealth of interesting activities provided for them. Pupils show they have a strong understanding of ideas beyond the practicalities of daily life. In an EYFS lesson focusing on pollution, children were able to articulate how it made them feel when they saw pictures of turtles and crabs caught up in nets and other debris. They were eager to identify solutions and recognise the poor decisions of those who had contributed to the situation. In a Year 8 religious studies lesson, pupils displayed excellent perception in discussing the Hindu views of their deity and why people might choose to think in this way. Pupils have a strong appreciation of the non-materialistic aspects of life and during pupil discussions some of the older pupils spoke convincingly about putting happiness above material wealth when it came to looking at their future careers.
- 4.17 The pupils across the school demonstrate strong social skills. Pupils listened attentively to questions during discussions, engaging fully in the conversations, where they took turns and were respectful to the ideas and opinions of others. The school's leaders are excellent role models; the warmth and openness in the relationships that pupils have with the staff is tangible and they then learn to work together effectively. Junior pupils value the adventure programme and gain considerable experience in working together and challenging themselves. Pupils collaborate successfully in the many different teams in which they are involved, such as in the dramatic productions, in the music ensembles, in the sports teams, on the DofE expeditions, in house activities, Young Enterprise and many others. In a Year 7 drama lesson on the *Commedia Dell' Arte*, pupils worked in pairs and showed creativity, teamwork and decision-making, to choose and then create a scene between the two characters, Pantalone and Arlecchino.
- 4.18 Pupils show an excellent level of responsibility towards the rest of the school community: older pupils helping with younger ones, at all levels of the school. Pupils in the junior school take these roles seriously and want to do them well. This could be as a representative on the school council, the captain of a team, a playground buddy, a class ambassador or a house leader. Pupils contribute positively to the community. Pupils in the senior school demonstrate a clear understanding of their shared responsibility in maintaining a positive environment in school and they follow the maxim of treating others with respect. Throughout the school, there is a strong sense of wishing to engage in supporting the community beyond the school gates, through supporting enterprises such as the food bank.

However, pupils who spoke to the inspectors conveyed that they would like to develop further their awareness of the wider community through greater involvement with it.

- 4.19 The school's values, the health and wellbeing programme and the general ethos ensure that pupils fully respect and appreciate other cultures and life choices. Pupils display a strong level of respect for the diversity of their community and work hard to create an inclusive attitude. They see their differences as opportunities for celebrating the cultures of each other. Pupils say they understand what tolerance and respect means and that this feeling and awareness of the issues are well-embedded at the school. The diversity society established by pupils is viewed by them as a very positive development in promoting an atmosphere of tolerance and understanding. Pupils in a Year 9 history lesson made perceptive and relevant conclusions on how society in the eighteenth-century viewed racial diversity in a different way to society today and then explored why this might be the case, showing some mature thinking. A sixth-form project on the beauty industry and the way it has impacted on the lives of women of colour reflected an excellent understanding of different cultures and historical times and was a powerful and thought-provoking piece.
- 4.20 Pupils are confident they understand how to keep themselves safe online and talked sensibly about passwords and identifying scam emails. Pupils in a Year 8 health and wellbeing lesson readily identified and discussed the problems of oversharing on social media. Pupils recognised that building real relationships with people is much easier face to face, where people's feelings can be identified more easily. Pupils participate in a wide range of sporting and adventurous activities, both in lessons and in the activities programme, developing their physical health. In interviews, they spoke confidently about what a balanced diet looked like and the importance of this. Pupils were also very aware of the need to protect their emotional health and said that they valued the strong support they received from the school's pastoral system and the advice from their lessons. Pupils in the junior school described how they were able to relax during their lessons on mindfulness and felt energised afterwards. Both parents and pupils commented on the nurturing environment within the school, helping their development.
- 4.21 Pupils display a strong sense of right and wrong and understand the need to be responsible for their own behaviour as well as to be aware of others' needs. Pupils display excellent standards of behaviour throughout the school, encouraged by the healthy respect between pupils and between pupils and their teachers. They are polite, courteous and sensitive to the feelings of others. Pupils readily accept responsibility for their actions. In a Year 7 religious studies lesson, pupils argued enthusiastically and effectively to debate moral dilemmas at a high level, including whether it is ever right for a doctor to allow a patient to die, in order to save the life of another. Pupils demonstrate respect and pride for their school community. Junior pupils sign a code of conduct at the beginning of the academic year which they consider reasonable and of value within the community. Pupils explained that they respected the need for the systems in place and explained that society needed rules and laws to be a safer and stronger place. In all this, pupils throughout the school clearly embody and promote the core values of the school of curiosity, empathy, love and direction and then judge themselves by these criteria, reflecting the overarching aims of their community.

## 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 facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Gareth Price	Reporting inspector
Mr Paul Vicars	Compliance team inspector (Head, HMC school)
Mr Devin Cassidy	Team inspector (Former head, HMC school)
Mr Kieron Peacock	Team inspector (Former head, IAPS school)
Mr Andrew Selkirk	Team inspector (Former deputy head, SofH school)
Mrs Helen Snow	Team inspector (Former head, IAPS school)