



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Solihull School

November 2019



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School's Details

School	Solihull School			
DfE number	334/6003			
Registered charity number	1120597			
Address	Solihull School 793 Warwick Road Solihull West Midlands B91 3DJ			
Telephone number	0121 705 0958			
Email address	admin@solsch.org.uk			
Headteacher	Mr David Lloyd			
Chair of governors	Mr Mark Hopton			
Age range	7 to 18			
Number of pupils on roll	1114			
	Juniors	246	Seniors	607
	Sixth Form	261		
Inspection dates	19 to 21 November 2019			

1. Background Information

About the school

- 1.1 Solihull School is an independent co-educational day school for pupils aged between 7 and 18. Founded in 1560 as a boys' grammar school, it became an independent school in 1946, and fully co-educational in 2005. It is owned by a charitable company, the trustees of which form the school's governing body.

What the school seeks to do

- 1.2 The school aims to engender in pupils a thirst for learning and a sense of well-being. The school aims to prepare pupils for adult life as happy, charitable, confident and intelligent people with a strong moral compass and a global perspective.

About the pupils

- 1.3 Pupils come from a diverse range of backgrounds. Data provided by the school indicate that the ability of pupils is above average compared to those taking the same tests nationally. The school has identified 132 pupils as having special educational needs and/or disabilities (SEND), including dyslexia and dyspraxia, all of whom receive additional help. Two pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for 15 pupils, none of whom need additional support. The school has identified 162 pupils as being the most able in the school's population, and the curriculum is modified for them and for 199 other pupils because of their special talents in art, music, sport and drama.

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. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

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

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

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

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 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2017 to 2018, performance has been well above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2017 to 2018 have been well 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 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 variously published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.16 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 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>
Junior 1	Year 3
Junior 2	Year 4
Junior 3	Year 5
Junior 4	Year 6
Third Form	Year 7
Shell Form	Year 8
Fourth Form	Year 9
Lower V	Year 10
Upper V	Year 11
Lower VI	Year 12
Upper VI	Year 13

Key findings

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

- Pupils' academic achievements are outstanding, as shown by the attainment of all groups of pupils in public examinations.
- Pupils achieve extremely well in a range of sports, as well as in music, drama and a variety of other non-academic activities.
- Pupils' study skills are excellent: they think for themselves, organise their own learning, and apply their excellent information and communications technology (ICT) and numeracy skills across different subjects.
- Pupils have extremely positive attitudes to learning and are highly motivated to succeed.

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

- Pupils understand how to stay physically and mentally healthy, and they make appropriate decisions to enable this.
- Pupils are highly articulate, self-confident and self-aware.
- Pupils' behaviour is exemplary: they have a well-developed sense of right and wrong and take responsibility for their behaviour.
- Pupils have a strong sense of responsibility to their school community and seek out opportunities to contribute to the school, the local community and beyond.

Recommendation

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

- Review the quality of teachers' written comment on pupils' work to ensure that all pupils can use it to further increase their rate of progress.

The quality of the pupils' academic and other achievements

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

3.5 Pupils' achieve consistently high results in public examinations. In the years 2017 and 2018, the years for which data is available, pupils' results in both GCSE examinations and in A-level examinations were well above the national average. In 2019, 81% of A-level results resulted in grades A* to B, and 66% of GCSE results were at levels 9 to 7. As a result, pupils are very well prepared for access to the next stage in their education, and a very large majority of university applicants achieve admission to the university of their choice, often to highly competitive institutions and courses. Data provided by the school shows that all groups of pupils, including those with special educational needs and disabilities (SEND) and those who speak English as an Additional Language (EAL) achieve just as highly as their peers. Pupils in the junior school consistently make rapid progress from their starting points and are well prepared to take on the challenges of the senior school.

- 3.6 Pupils rapidly acquire new knowledge, skills and understanding, and make excellent progress, as they respond to the school's expectations of hard work and high aspiration. In their responses to pre-inspection questionnaires, almost all pupils agreed that their teachers helped them learn and make progress. In a GCSE geography lesson, pupils made excellent progress in their understanding of river profiles because of the very high expectations of the teaching, and because pupils were encouraged to apply their learning from previous lessons to this new topic. In a Spanish lesson, junior pupils were quick to learn and use new vocabulary to ask and answer questions about what they ate for breakfast, while A-level pupils quickly developed a sophisticated understanding of the concept of the Trinity in a religious studies lesson. All groups of pupils make equally rapid progress. Younger junior pupils with SEND, for example, were observed achieving at a high level in a mathematics session on inverse operations, using their knowledge of times tables and number squares to do so.
- 3.7 Pupils develop excellent communication skills and become articulate and confident communicators. Public speaking is a strength of the school, and pupils attend the large and successful debating society each week. Lessons in many subjects encourage high levels of discussion and interaction between pupils. In a design and technology lesson, pupils in the lower school fluently explained the thinking behind their own practical projects and gave articulate evaluations of the work of other groups. Junior pupils in an art lesson were confident and self-assured when discussing how to mix colours and prepare their drawings, readily asking questions and offering answers. Activities outside the classroom further support the development of pupils' communication skills. During a lunchtime *Warhammer* club pupils with EAL were able to explain the complexities of the game in detail. Pupils' excellent writing skills are evident throughout the school, for example in the pupil-led politics magazine *Marginal Gains*, in examples of written work examined, and in the high-quality creative writing on display around the school.
- 3.8 Pupils develop excellent mathematical and numeracy skills. Older junior pupils showed an excellent understanding of frequency diagrams and continuous data, because the teacher encouraged pupils to think for themselves in an enquiry-based approach. In a GCSE lesson, pupils were confident in solving algebraic fractions, and displayed a good understanding of the concept of common denominators. These numeracy skills are applied effectively by pupils across the curriculum. Pupils in a lower school physics lesson were observed manipulating mathematical formulae to make accurate calculations concerning energy and power. A-level pupils in a business studies lesson were able to interpret real life qualitative data on price elasticity of demand. Pupils develop their excellent understanding as a result of a mathematics curriculum that provide appropriately high level of challenge for all pupils. In the junior school in 2018/19, pupils in all year groups made more progress in mathematics than expected from their starting points. In 2019, four-fifths of pupils obtained GCSE mathematics grades 9 to 7, and three-quarters of pupils taking A-level mathematics gained grades A* to B.
- 3.9 Pupils' ICT skills are highly developed and support their rapid progress in subjects across the curriculum. All pupils learn computer coding, and most use ICT extensively in their studies from a young age in ways that help them to learn more effectively. In a mathematics lesson, junior pupils used devices confidently to quickly develop their understanding of Venn diagrams and the properties of shapes, while others in geography lesson used them to carry out detailed research on tribes who live in the Amazonian rainforest. GCSE pupils on the theatre studies course make extensive use of the school's virtual learning environment (VLE) platform for their assessments, and use a sound editing programme to create sophisticated sound and lighting designs for theatrical productions. A-level pupils studying art and photography are proficient in using picture editing software to manipulate images to a high standard. Some courses in the sixth form are entirely ICT-based, with all resources and lesson notes delivered via the VLE, and all assessments set and marked electronically. Pupils say this helps them understand very clearly how to improve their work. Pupils benefit from the school's 'bring your own device' policy, because the extensive use of ICT is, for them, a day-to-day strategy to promote their high achievement in different subjects.

- 3.10 Excellent study skills are evident in pupils from an early age. In a science lesson, junior pupils took high quality notes on a video clip about different types of teeth, and from these notes they wrote definitions of carnivore, herbivore and omnivore. Pupils in a junior school history lesson on the life of a poor child in the 1840s analysed and evaluated historical sources very effectively, coming up with their own ideas and hypotheses, and in a lower school Spanish lesson, pupils drew facts from a variety of sources to translate a list of verbs in the imperfect tense. In the sixth form, pupils in an art lesson created hypotheses concerning their individual art projects, and pupils from the same year group in an economics lesson proficiently transferred their prior understanding into a new context, and used higher-order thinking skills very well to construct arguments for and against protectionism. Many pupils are completing their Extended Project Qualifications to a level well beyond the confines of an A-level specification. The overwhelming majority of parents in the pre-inspection questionnaire agreed that the school helps their child to develop skills for the future, and almost all pupils agreed that they are encouraged to think and learn for themselves.
- 3.11 Pupils of all ages participate and achieve at very high levels in an excellent range of extension activities to support high achievement in the curriculum, and in an extensive programme of co-curricular activities, trip and overseas visits. The school is regularly regional champion in the UK Maths Challenge competition, and pupils regularly win medals in biology, chemistry and physics Olympiads. A number of pupils very successfully take classical Greek GCSE in their spare time. Pupils have been successful in regional arts competitions, and in national photography and piano competitions. Two sixth form pupils have gained instrumental awards at their universities, and a further two gained choral and organ scholarships at highly selective universities. More than 200 pupils take instrumental examinations, with about a third gaining distinctions, and a further half gaining merits. The school has three chapel choirs, and choristers have sung at major cathedrals including St Paul's, and for BBC Radio 4's daily service. The school debating society competes successfully at national level and beyond, including in the English-Speaking Union's final and at the Durham International Debating Competition. All pupils in Year 8 climb Mount Snowdon, and annually about 20 pupils achieve the Duke of Edinburgh's gold award. School sports teams achieve very highly, with school cricket, netball and rugby teams competing successfully at national level, and both boys' and girls' hockey teams becoming county champions at several age levels.
- 3.12 Pupils have excellent attitudes towards their learning and are highly motivated to succeed. Pupils work very productively in collaboration with their peers because this a feature of many lessons. Junior pupils in English lesson worked with enthusiasm on independent and paired activities, and lower school pupils in history worked collaboratively to research facts on Hitler's early life. Lower school pupils display notable enthusiasm, whether studying contour patterns in a geography lesson, or power and energy in a physics lesson. Pupils in a GCSE mathematics lesson challenged themselves by attempting harder questions, and those in a modern foreign languages lesson enjoyed speaking in the target language about how to protect the environment. Pupils willingly attend additional sessions in their own time. Sixth form pupils have taken online and other courses beyond their classroom subjects.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils in all year groups are mature and thoughtful young people, who understand themselves well. Junior pupils in a lesson on well-being and personal development, for example, were aware of how to respond to their feelings about success and failure. Similarly, in a religious studies lesson on Buddhism, lower school pupils reflected with great maturity on how things sometimes go wrong in people's lives, and how they might respond. In discussions, pupils revealed themselves to be resilient learners who understand the need to regulate their involvement in curricular and co-curricular activities, and who are not afraid to seek out help when it is needed. Pupils are keen to improve their learning and performance, and many examples were seen of this. Samples of English work from the junior school show that pupils assess their own and others' work with maturity and they respond positively to teachers' points for improvement. In a modern languages lesson, senior pupils were able to correct their own mistakes and ask their teacher for clarification when necessary. Pupils studying psychology in the sixth form told inspectors they are very clear on how to improve their work because of the regular and effective feedback they get from their teachers through the VLE. Other senior school pupils thought that there was variability in the usefulness of teachers' feedback in telling them precisely how to improve their work.
- 3.15 Pupils develop extremely good decision-making skills which are apparent in a number of areas. In a religious studies lesson, lower school pupils showed maturity in considering the implications of deciding to take illegal drugs. Discussions with pupils after an assembly on lifestyle choices showed they were well equipped to make decisions about exercise and healthy eating. Pupils in a sixth form extension session discussed issues of personal finance with maturity, enabling them to make sensible decision about budgeting and banking at university and beyond. Pupils of all ages benefit from many opportunities to develop their leadership skills. Pupils fulfil their responsibilities very well, whether as house captains, 'benchers' (prefects), mental health ambassadors, or member of the school council. Pupils are very well equipped to make decisions about their future. In discussion they stated that they felt well-prepared when choosing GCSE and A-level courses. They said they can make a considered decision about university applications because the school has organised a range of support, including specific guidance for those considering careers in medicine, and those considering applying to the most selective universities.
- 3.16 Pupils show a very well-developed understanding of and appreciation for the non-material aspects of life. Pupils are proud to train as one of 40 Anne Frank ambassadors, who act both as hosts for visiting genocide and holocaust survivors, and as guides for visiting pupils from local maintained schools, encouraging them to reflect on this experience. Pupils value chapel as a time to reflect on important issues and say that it promotes a sense of belonging and community. In religious studies lessons pupils gain a strong understanding of the spiritual aspects of different religions. Junior pupils discussed the concept of sacrifice in a mature and thoughtful way, and in junior school pupils confidently talked about the sense of a greater presence that some people experience. Pupils say they take time to reflect in their art and music studies, and in the quiet spaces in the library or music practice rooms.

- 3.17 Pupils of all ages show excellent moral development in their response to the school's strong focus on promoting kindness to others. They demonstrate this in their extremely good behaviour in lessons and throughout the school day, and through the courtesy and consideration they show to one another and to visitors as they move around the school. In their responses to the pre-inspection questionnaires, the overwhelming majority of parents confirmed that the school actively promotes good behaviour, and almost all pupils agreed that the school expects them to behave well. If a pupil's behaviour falls below that which is expected, the school's 'Retrace' rehabilitation programme encourages pupils to reflect on their behaviour, and on any adverse impact on others. Older pupils feel protective towards younger ones, and act as excellent role models in the many opportunities the school provides for them to do this, whether as peer mentors, as sports coaches, as sixth formers helping Year 7 'Terriers' in their outdoor learning, or as pupil leaders in the combined cadet force. Inspectors witnessed pupils responding with maturity to the many opportunities in the curriculum to nurture their sense of morality, for instance when considering the ethics of wars in history, racism in football, forced marriage or homelessness.
- 3.18 Pupils collaborate extremely well with each other and with their teachers because staff give them a suitable variety of well-structured tasks in lessons. Excellent collaboration was seen, for instance, in lower school pupils working together to produce a piece of music, in writing a group poem based on *The Tempest*, and in understanding molecular calculations in a GCSE chemistry lesson. Pupils make full use of an extremely wide variety of opportunities provided by the school to develop their social and collaborative skills. Pupils collaborate from Year 3 onwards to organise games and stalls in charities week, and in a wide range of school plays, productions, drama clubs and debating societies. Pupils appreciate the value of collaboration in many contexts because successful teamwork is celebrated in whole school assemblies. A 'Team of the Week' is selected, from the school community, that has worked well together to achieve a common goal, which may be drawn, for example, from sports teams, debating teams, peer mentors or the school grounds staff.
- 3.19 Pupils show an extremely well-developed understanding of the need to contribute both to the school and to the wider community. Pupils respond very positively to the many opportunities available to take on positions of responsibility, and many pupils take the initiative in organising school events and in running clubs, societies and interest groups. Pupils lead and coach others, for instance, in debating, dance and sports, and more formal roles. Pupils make a strong contribution to the community beyond the school. The pupil-run charities committee sets up regular charity events to raise funds. Pupils in the junior school choose four charities to support each year. Older pupils volunteer through the community service programme, working with local care homes, helping to run a range of outreach workshops with local maintained school pupils and working with pupils in a local special school.
- 3.20 Pupils understand the importance of diversity within society and the value in treating everyone equally. In the pre-inspection questionnaires, almost all pupils agreed that the school encourages them to respect and tolerate other people, and almost all parents agreed that the school actively promotes values of democracy, respect and tolerance of other people. The school's equality group, comprising both staff and pupil members, further promotes pupils' understanding of diversity. Lower school pupils in a history lesson showed a sophisticated appreciation for their age of the impact of British rule in India. In religious studies lessons across the school pupils displayed an extremely strong sense of respect for others. This is reinforced through a programme of chapel and assemblies which have a strong spiritual focus on diversity. As a result, in discussions pupils understood that there are different ways of defining diversity, and they articulately expressed their appreciation of, and respect for, different cultures, experiences and viewpoints.

3.21 All pupils know how to live healthily. They understand the importance of physical fitness and take full advantage of the extensive range of co-curricular sport and exercise opportunities, as well as the more formal sports programme. Discussions with pupils reveal that they know about the importance of good nutrition. Pupils in the junior school spoke of the need to have a 'rainbow plate' containing food of different colours in order to ensure a balanced diet, and of the advisability of increasing their carbohydrate intake before a sports match. Pupils are acutely aware of the need to maintain their mental health and have an excellent understanding of strategies for doing so. This is because the school has addressed this issue directly through a number of initiatives, including specific wellbeing and personal development lessons, by training staff in mental health first aid, and by appointing pupil mental health ambassadors. Pupils understand the need to balance the demands on their time regarding academic work and co-curricular activities, and that there would be no stigma in asking for help for this. Pupils of all ages are aware of how to stay safe both physically and online and know to inform an adult they trust 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 registration periods, chapel and assemblies. Inspectors visited the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Michael Phipps	Reporting inspector
Mrs Karen Williams	Deputy Reporting inspector
Mr Daniel Wilson	Compliance team inspector (Assistant Principal, SoH school)
Mr Nicholas Baker	Team inspector (Headteacher, IAPS school)
Mrs Astrid McAuliffe	Team inspector (Deputy Headteacher, HMC school)
Mr Thierry Lauze	Team inspector (Director of teaching and learning, HMC school)
Mrs Sarah Raffray	Team inspector (Headteacher, SoH school)
Mr Paul Sanderson	Team inspector (Headteacher, HMC school)