



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**For Schools with Residential Provision**

**Cheltenham Ladies' College**

**November 2022**

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## School's Details

<b>School</b>	Cheltenham Ladies' College			
<b>DfE number</b>	916/6036			
<b>Registered charity number</b>	311722			
<b>Address</b>	Cheltenham Ladies' College Bayshill Road Cheltenham GL50 3EP			
<b>Telephone number</b>	01242 520691			
<b>Email address</b>	enquiries@cheltladiescollege.org			
<b>Principal</b>	Ms Eve Jardine-Young			
<b>Chair of governors</b>	Mr Nick Baird			
<b>Age range</b>	11 to 18			
<b>Number of pupils on roll</b>	884			
	<b>Day pupils</b>	181	<b>Boarders</b>	703
	<b>Lower College</b>	307	<b>Upper College</b>	255
	<b>Sixth Form</b>	322		
<b>Inspection dates</b>	8 to 10 November 2022			

## 1. Background Information

### About the school

- 1.1 Cheltenham Ladies' College is an independent boarding and day school. It is registered as a single-sex school for female pupils. The school operates under Royal Charter and was founded in 1854, moving to its present site near to the centre of Cheltenham in 1873. It is overseen by a governing council.
- 1.2 The school is organised into three sections: the lower college, for pupils in Years 7 to 9; the upper college, for pupils in Years 10 and 11, and the sixth form. Boarders are accommodated in twelve boarding houses.

### What the school seeks to do

- 1.3 The school's mission is to support and guide pupils in becoming self-determining, fulfilled and resilient women who value, serve and enrich the communities to which they belong. It seeks to honour its pioneering heritage through challenge and innovation in the pursuit of academic excellence.

### About the pupils

- 1.4 Pupils come from over forty different countries, and around one third of boarders come from outside the UK with many being multi-lingual. Day pupils come from within a 30-mile radius, largely from professional, entrepreneurial and farming backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average compared to pupils taking the same tests elsewhere. The school has identified 50 pupils as having special educational needs and/or disabilities (SEND), 15 of whom receive additional, specialist help. No pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for around one third of the pupils, with 50 receiving additional support for their English. The school has identified 225 pupils as being the most able, and 132 pupils as having particular talents in sport, music or art, and the curriculum is modified for them.

## 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, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. 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, including the boarding NMS.** 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.

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, National Minimum Standards for Boarding Schools](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022 and associated requirements, and no further action is required as a result of this inspection.**

### PART 1 – Quality of education provided

- 2.2 The school's GCSE, A-level and International Baccalaureate Diploma 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).
- 2.3 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. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships and sex education, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

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

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 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. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 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. A suitable statement of boarding principles and practice is published by the school.
- 2.16 The standard relating to the provision of information [paragraph 32] and NMS 1 are 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, and identifying those relating to the boarding provision.
- 2.18 The standard relating to the handling of complaints [paragraph 33] and NMS 14 are 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are 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.

**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

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

- Pupils' excellent academic and other achievements reflect their commitment to make the most of every opportunity offered by the school's extensive academic and extra-curricular provision.
- Pupils develop a comprehensive body of knowledge, skills and understanding across all areas of learning, enabling them to continually extend their range of achievements.
- Pupils articulately communicate their ideas, views and feelings, listen attentively to others, read avidly and skilfully express themselves when writing or during discussion.
- Pupils' attitudes to learning are consistently positive. They show initiative, independence and leadership in their learning and also work creatively and supportively with one another.

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

- Pupils develop strong confidence. They eagerly and resolutely seek new challenges in order to stretch their immediate and longer-term personal boundaries and aspirations.
- Pupils have an outstanding sense of what is right and wrong, fair and unfair, and examine ethical issues deeply with due regard for all viewpoints.
- Pupils respond well to, and fulfil, the school's mission for them to become resilient and to value, serve and enrich the communities to which they belong.
- Pupils demonstrate a responsible understanding of how to keep safe and healthy. They appreciate that personal well-being and mental health are essential for a balanced life.

#### Recommendation

3.3 The school is advised to make the following improvement.

- Ensure that pupils develop full confidence in their ability to raise matters of importance to them, knowing that they will be considered fully by the school.



## 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' attainment at A level in 2022 was outstanding, with over three-quarters of results achieving an A\* or A. This high level of attainment mirrors the centre- and teacher-assessed results in 2020 and 2021. This level of attainment is a consequence of the pupils' consistently positive attitudes to learning, supported by teaching which shows secure subject knowledge combined with an effective curriculum and well-chosen learning resources. Results in GCSE are equally indicative of the strong effectiveness of learning and teaching. In 2022, four-fifths of results were at top grades and in 2020 and 2021, in the centre- and teacher-assessed assessments, results were of a similar standard. Pupils achieved a similarly high level of outcomes in the International Baccalaureate (IB) Diploma programme. At A level, GCSE and IB, pupils with SEND achieve in line with other pupils. Pupils with EAL achieve similar outcomes. Additionally, all pupils achieve highly when participating in competitive academic events regionally, nationally and within school in response to opportunities to gain cups and awards. Such achievements include for example, awards and commendations in the Oxford Schools' Debating Competition, the John Locke Institute Essay Competition in economics, the Mathematical Olympiad for Girls and the Cambridge Fitzwilliam College Essay Competition in Russian studies.
- 3.6 Pupils' excellent progress and attainment are assured because departmental monitoring of pupils' academic outcomes and quality assurance of teaching and learning are thorough and consistent. Pupils perform well on a daily basis because teaching is well planned and lessons are almost always stimulating and interesting. Pupils' interests and choices of subjects are respected, pupils feel their preferences are valued and consequently they work hard to fulfil their personal goals and aspirations. Parents and pupils responding to the pre-inspection questionnaire, agreed strongly that the school enables pupils to excel in their learning, concurring with the inspection team's judgement. Boarders confirmed that they can get help with their academic work outside of the school day and that this contributes to their success. Inspectors' discussion with governors indicated that there is a positive influence from the school's council on the maintenance of high academic standards over time. This is combined with consistent and astute leadership provided by the principal and other senior leaders.
- 3.7 Pupils' non-academic achievements are of a high standard. All pupils demonstrate strong commitment to fulfilling challenges in music, arts, dance, drama and sporting activities, performing successfully at school, local, regional and national levels. These successes include for example, gaining places at the National Youth Choirs of Great Britain, awards in the National Theatre New Views Competition and participation in the England Hockey Cup competition. Pupils say that the breadth of opportunities available to them to achieve in these ways is a major strength of the school and as result they can extend themselves as far as they desire. Inspectors observed that pupils display a robust sense of self-determination through their engagement in non-academic activities, exploring and fulfilling their personal potentialities, in line with the school's stated aims. In their questionnaire responses, boarders said that there is a suitable balance between activities and free time and so they experience a manageable blend of challenge and relaxation. All pupils take good advantage of the extensive Saturday morning programme of extra activities, academic and non-academic, strengthening their performance across a wide range of learning.
- 3.8 Pupils in each section of the school develop excellent knowledge, skills and understanding in all aspects of the curriculum, building progressively on their strengths over time. In lower college, for example, pupils demonstrated strong linguistic ability in lessons, as when discussing how authors use language to create mood and atmosphere. When analysing a new poem, they skilfully applied their prior knowledge of relevant poetic themes. In art, upper college pupils displayed highly competent technical skills when composing images using photographs and demonstrated well-founded aesthetic and creative knowledge when recalling the elements of a drama production. Sixth formers showed well-developed understanding of principles of consumerism in economics and of social realism in history. In almost all lessons seen, pupils, including those with SEND, demonstrated similar strengths. Teaching was almost always well-planned, taking good account of the differing needs and abilities of

individual pupils. Occasionally, teaching focussed disproportionately on the most able pupils to the disadvantage of others in the class. Scrutiny of pupils' work further supports the judgement that there is a consistently high standard of knowledge, skills and understanding across the school.

- 3.9 Pupils' communication skills are particularly strong. They listen attentively, assimilating information quickly and thoroughly. Pupils are confident, articulate speakers, contributing fully to class discussions and readily ask questions in lessons if they are seeking clarity. They take good account of one another's views and build on each other's ideas. Pupils demonstrate assuredness when addressing a larger audience at daily prayers and assembly. They correctly adopt technical language, as observed in science and mathematics lessons and communicate expressively and accurately during modern foreign language classes. Pupils' literacy skills are of an excellent standard, including those of reading aloud clearly and expressively. Pupils' writing is full of flair, well organised and completed with care and pride. During discussions with inspectors, pupils of all ages shared views in a thoughtful, courteous and forthright manner. Pupils' passion for communication extends into their performing arts, as seen in their rendition of *Over the Rainbow* during assembly and finds further expression in debating contests and presentations in other settings.
- 3.10 Pupils develop highly competent numeracy skills and apply them effectively across the curriculum. Younger pupils' work displays excellent use of graphs, percentages, statistics and data within science, design technology and mathematics. This competency in numeracy continues to expand so that, for example, Year 10 pupils demonstrated extremely effective logical and mathematical skills to develop advanced work in Pythagoras' theorem, independently leading their own learning, facilitated gently by skilful teaching. In the sixth form, pupils' application of numeracy, as observed in physics, biology and economics, is at an appropriately sophisticated level. They display high level mathematical skills such as using complex equations and advanced graph plotting skills. Teaching in different subjects capitalises on pupils' numeric abilities, providing opportunities for pupils to apply them.
- 3.11 All pupils have constant access to their information and communication technology (ICT) devices in lessons and display a high level of skill in using them. Scrutiny of pupils' work showed that pupils are equally competent at working on a computer screen as they are when employing handwriting. Pupils demonstrate a strong understanding of the benefits of using suitable software when it is advantageous to do so. This discernment represents an important aspect of their independent study skills. Pupils confidently use ICT search facilities to find relevant information and blend their own notes on findings with that provided by teachers on screen. Pupils' digital literacy is well developed and strongly complements other aspects of their effective communication skills. Pupils are particularly adept at utilising both their own devices and the school's computers. A Year 8 computer studies class competently undertook a series of graded challenges regarding systems for the control of robots. Year 13 pupils with specific learning difficulties used a software programme effectively to assist their learning during a history lesson, demonstrating excellent skills in tackling any additional challenges they might be experiencing. In Year 11, pupils showed highly skilled use of specialist software when composing in a music lesson.
- 3.12 Pupils reflect critically on their work, challenge their own understandings, self-correct and engage in peer-to-peer evaluation of their fulfilment of lesson objectives. They show a strong ability to draw on a range of sources and to analyse and hypothesise. For example, pupils in a Year 11 chemistry class considered results from an experiment, linked them to their prior theoretical knowledge, and explained the reasons for the chemical reactions they had observed. Pupils extend their thinking to get to the heart of issues. Sixth formers skilfully analysed Plato's *Symposium*, identifying literary devices, descriptive language and use of grammar. In politics, other pupils critically investigated current affairs regarding the 'Just Stop Oil' campaign. Younger pupils demonstrated acuity in analysing information and exploring sources, such as in history when examining the diversity of nationalities involved in World War 1. In English, they looked up unfamiliar vocabulary on an online dictionary and discussed how an author had used the words in constructing imagery.

- 3.13 Pupils' attitudes to learning are consistently extremely positive. In a Year 8 mathematics intervention group, pupils with additional needs were keen to improve their learning, proactively enquiring about rules and processes in the use of algebra, working with enthusiasm and enjoyment. In a Year 12 religious studies lesson, pupils demonstrated diligent inquisitiveness and initiative, using pictorial stimuli to suggest links between Freud's beliefs and the impact of secularism on religion. Such attitudes are promoted successfully by the school's leaders and staff and underpinned by their commitment to enabling each and every pupil to achieve their potential. Pupils behave well in class and have respect for one another's needs to learn without distraction and to enjoy lessons. Beyond the classroom, pupils participate in extra-curricular activities with enthusiasm, are duly competitive but are equally appreciative and supportive of others' efforts. Pupils acknowledge that they are fortunate to experience schooling that is stimulating and fulfilling and respond by giving of their best.

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

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils develop a strong sense of self-understanding of themselves as individuals and learners. They actively reflect on their capabilities, character, feelings and motivations. These key attributes of their personal development enable them to become self-determining, fulfilled and resilient young people, consistent with the school's aims. Pupils know how to continually improve on their own work as seen in a Year 12 art lesson where it was evident that they understood how to review and revise their performance, drawing on the work of established artists. In a Year 7 Spanish class, pupils displayed resilience and perseverance ensuring they overcame initial mistakes in order to give their best performance. In their written work across all subjects, pupils demonstrate determination in taking account of teachers' feedback and their own self-evaluation so that they continually improve their outcomes. Pupils respond enthusiastically to the challenges presented to them through the Saturday enrichment programme, adventure days, The Duke of Edinburgh's Award scheme (DofE), local, national and international volunteering opportunities, and the vast range of teacher- and pupil-led clubs and societies. Pupils develop a strong personal responsibility for how they use their time to pursue preferred goals within the wide spread of optional activities available. This prepares them extremely well for the next stage of their lives, as they progress through the school and when they leave. Pupils gain motivation and expand their aspirations as a result of presentations from inspirational speakers throughout the year. Those seeking university and other post-school placements achieve the aims they set themselves and go on to attain at a high level. They are well prepared for life after school, additionally benefitting from a sixth-form programme on preparedness for independent living. The school's governors and senior leaders, supported by staff, have ensured that a wealth of opportunities are available so that pupils are inspired to fulfil their potential.
- 3.16 Pupils become excellent decision makers as a result of the school's challenging but supportive emphasis on pupils developing their own path through the rich educational provision and communal experience on offer. Within tutor groups, pupils have a forum in which they make decisions about aspects of school life they want to change. Their views are put forward to senior members of staff and consequently they have secured many improvements, such as defining the role of prefects, better dining arrangements and quality of food, and the option to wear trousers. Pupils told inspectors they are listened to and believe the school is keen for them to develop responsibility and influence in this way. However, they also said that sometimes matters of importance to them are not fully acknowledged or explored further by the school and this can lead them to lose confidence in their ability to raise issues and to feel they will be properly responded to.
- 3.17 Pupils demonstrate independence in their learning and in the self-organisation of their daily life in school. Younger boarders develop an excellent work ethic through structured prep time. As pupils become older they complete homework increasingly autonomously, guided in this by skilful tutor mentoring and careful oversight by house parents. Pupils gain a purposeful sense of self-reliance as they have to navigate their school days across a widespread campus. They develop an attitude of

robust self-responsibility and pride in organising themselves in response to a busy school environment and the need to keep to time. Depending on their age, boarders also gain independence through access to the town's facilities, carefully regulated by the school. The vast majority of parents and pupils responding to the questionnaire agreed that the school promotes pupils' independence well. There is a high level of appreciation expressed by pupils in the questionnaire replies for the way the school enables them to have an enriching experience, including within the large boarding community, almost all saying that they would recommend the school to a friend.

- 3.18 Pupils respond wholeheartedly to the trust that is invested in them and as a result they behave well, are thoughtful, appreciative and engaged in the topics of the day and the world around them. As well as demonstrating a straightforward sense of right and wrong, pupils also delve deeply and intelligently into the analysis of ethical issues, such as examining the impact of different political systems on peoples' lives. Pupils understand and respect rules and laws, as was evident in their dialogue during a lesson on contrasting election processes. At a whole school level, pupils readily affirm the importance of morally based behaviour. For example, during the inspection, older pupils led an assembly on anti-bullying, whilst others listened attentively. Pupils' respectfulness extends to their own and other cultures which is especially important regarding the diverse backgrounds of boarders. Pupils told inspectors that there is much appreciation and sensitivity shown between themselves for their diverse cultural identities and backgrounds. These qualities were observed during the inspection. Pupils develop a high level of understanding and respect for the diversity of race and culture, disability, gender and sexual orientation, through effective personal, social, health, relationships and sex education and their own pupil-led societies, such as the People of Colour Society, which address these issues.
- 3.19 Pupils bring the richness of their own wide range of religious and spiritual beliefs and experiences to enhance the communal life of the school through, for example, the International Society, the Islam Society and the Christian Union. As a result, pupils of all faiths and no faith gain deepened insights into spirituality. Whole school assemblies and prayers four times each week, often pupil-led, allow pupils to share in the spiritual dimension of life. In lessons, pupils were observed giving close attention to the non-materialistic aspects of life, such as the significance of Remembrance Sunday, and empathically considered the impact of overpopulation on the quality of life for people across the world. A group of pupils expressed their strength of feeling for protecting the Earth, by creating a tapestry to represent the COP26 conference. Pupils' joy in learning shone through extremely strongly, as seen in drama when considering personal responses to situations and during a philosophical discussion during an art lesson, contemplating the relationship between humans and nature.
- 3.20 Pupils fulfil responsibilities and contribute to the lives of others extremely well. Pupils develop creative initiative and a keenness to explore new ideas and opportunities together because the school places a clear emphasis on pupil-led projects. Pupils accrue responsibility for their actions and an understanding that it is important to test out the feasibility, sustainability and potential value of proposed projects. The school carefully advises and guides pupils in these endeavours. The pandemic restricted within-school projects and community links, but pupils are now regaining access to these activities. Within houses, the 'Daisies' and 'Cybirds' groups allow older pupils to develop effective mentoring skills, supporting their younger peers regarding any concerns or advice they might require. Sixth formers have initiated a wide range of projects, from creating a vegetable garden to setting up a group of international mentors to provide buddies for pupils from many countries and cultures across the world. Locally, pupils participate in links with other schools in the town, broadening their understanding of other educational settings and collaborating with other young people beyond their immediate school community. Charitable work, such as the 'Drive to Read' project supporting a mobile library overseas, demonstrates pupils' deep appreciation of global issues such as disparities in wealth and resources and female rights to education, and their determination to make a difference.
- 3.21 Pupils have a well-developed understanding of how to keep safe, in the school and community, and on-line. They display a suitable awareness of hygiene issues in food and nutrition classes and of

potential hazards in science laboratories and during technology activities. Pupils are acutely aware of the need for road safety alertness within the school's town location and of fire safety precautions and procedures in boarding houses and in the rest of the school. They know about risks associated with social media, how to avoid them, and about related legal implications. Pupils understand the importance of a healthy lifestyle. They are knowledgeable about nutrition, as observed during a food and nutrition lesson when they discussed the benefits of dairy products for a balanced diet. Pupils appreciate the importance of regular participation in sport and physical activity and of its benefits for mental health. They take good advantage of the school's health and fitness centre. They know it is essential to seek support if they become worried or concerned and say that the school is supportively responsive if this becomes necessary. They feel assured that they can access counselling services when appropriate. Their self-responsibility for maintaining a balanced lifestyle is embedded well. Given their extremely busy engagement in all aspects of school life this a crucial element in their overall personal well-being. The school is highly effective in caring for its pupils in these regards, and this is characteristic of the value it places on each and every one.

## 4. Inspection Evidence

4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited boarding houses and 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 Andrew Farren	Reporting inspector
Dr Pamela Edmonds	Compliance team inspector (Head, ISA school)
Mrs Jessica Crimp	Team inspector (Deputy head, GSA school)
Mr Ian Daniel	Team inspector (Principal, ISA school)
Miss Clare King	Team inspector (Headmistress, ISA school)
Mrs Nicola Hawkins	Team inspector for boarding (Deputy head, ISA school)
Mrs Nichola Haworth	Team inspector for boarding (Deputy head, HMC school)
Mr William Yates	Team inspector for boarding (Deputy head, HMC school)