



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

The Maynard School

October 2022

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School's Details

School	The Maynard School			
DfE number	878/6038			
Registered charity number	1099027			
Address	The Maynard School Denmark Road Exeter Devon EX1 1SJ			
Telephone number	01392 273417			
Email address	office@maynard.co.uk			
Headmistress	Mrs Liz Gregory			
Chair of governors	Mr Henry Luce			
Age range	4 to 18			
Number of pupils on roll	468			
	EYFS	10	Juniors	125
	Seniors	234	Sixth Form	99
Inspection dates	18 to 20 October 2022			

1. Background Information

About the school

- 1.1 The Maynard School is an independent day school registered as a single-sex school for female pupils. It comprises a junior school, which consists of a pre-prep department, including an Early Years Foundation Stage (EYFS) setting, and a prep department; a senior school; and a sixth form. The school was founded in 1658 on its site in the centre of Exeter and was renamed 'The Maynard School' in 1912. It is a charitable trust overseen by a governing body. The current head and the chair of governors took up their respective posts in September 2022.

What the school seeks to do

- 1.2 The school aims to provide educational excellence in a caring and happy environment that fosters a life-long love of learning and the confidence to excel academically, socially and morally. It seeks to maintain an atmosphere where pupils can succeed in every aspect of their education and thrive as individuals, equipped with the skills and courage to go out into the world to make a real difference.

About the pupils

- 1.3 Nationally standardised test data provided by the school indicate that the ability of pupils is above average when compared with pupils taking similar tests nationally.
- 1.4 The majority of pupils come from within a 30-mile radius of the school. Just under one-tenth of the pupils come from further afield, from twelve different countries, and live with families arranged by guardianship agencies. The school has identified 90 pupils as having special educational needs and/or disabilities (SEND). These include dyslexia and autism, and 41 of these pupils receive additional specialist help. One pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 12 pupils, 10 of whom receive additional support. Data and teacher assessment have identified those pupils considered to be the more able in the school's population. The curriculum is modified for them and for pupils who have particular talents in sport.

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, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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.

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. 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 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>
Reception	Reception
Years 1 to 5	Years 1 to 5
Lower Third	Year 6
Upper Third	Year 7
Lower Fourth	Year 8
Upper Fourth	Year 9
Lower Fifth	Year 10
Upper Fifth	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

Key findings

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

- Pupils' attainment is excellent at all levels with pupils achieving strong examination results relative to their abilities.
- Pupils' abilities to listen, reflect and communicate with confidence are outstanding.
- Pupils' study skills are strong, diverse and almost always used to their best effect.
- Pupils' attitudes to learning are extremely positive; pupils enjoy and become thoroughly absorbed in all that they do.

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

- Pupils have strong but unassuming self-confidence which leads to their embracing challenges for further personal development.
- Pupils' social development is outstanding; pupils thrive on collaboration and are respectful of the views of others.
- Pupils have an effective understanding of and excellent attitudes towards the diversity present in contemporary society and in the school.

- Pupils' moral awareness and social understanding are exceptional and are reflected in the respectful and inclusive school community.

Recommendation

3.3 The school is advised to make the following improvement.

- Ensure all pupils maintain the curiosity and verve of their early experience at the school in examination classes.

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 attain strongly in external examinations. Pupils' attainment at A level in 2022 was excellent, with 70% of results achieved at A* or A. This high level of attainment mirrors the centre and teacher-assessed results in 2020 and 2021. Sixth-form pupils acknowledged that the quality of teaching and the support given to them is very high and that this contributes significantly to their success. Almost all pupils' questionnaire responses indicated that teachers help them to learn and are supportive. Inspection evidence supports these views. Results in GCSE match the attainment at A level. In 2022 approximately 60% of the results were at the highest two grades, and in 2020 and 2021, centre and teacher-assessed assessments showed a rising trend towards that figure. Data show that, from their starting points, almost all pupils achieve considerably higher examination grades than expected. For most pupils, this represents strong progress in their knowledge, skills and understanding as they move through the school in fulfilment of the school's aim to provide educational excellence. Pupils have a keen sense of the need to work towards this and make changes in their learning to improve performance. Pupils in the junior school, including the EYFS, show rapid progress, maintaining high levels of attainment relative to age related expectations. Pupils with SEND and those who have EAL, perform well in lessons and in their work. Most parents who responded to the pre-inspection questionnaires felt that their child's individual educational needs are met effectively. Outcomes for pupils with particular needs demonstrate progress which is comparable to that of the rest of the cohort.

3.6 Pupils display high levels of knowledge, skill and understanding in many areas of learning across the range of abilities and ages. Their written and class work reflects excellent acquisition of knowledge and understanding. In the junior school, pupils confidently acted out a scene in which they had a short conversation in French, demonstrating a good grasp of appropriate phrases and an idiomatic French accent for their age. Pupils in Year 3 English gave examples which showed their clear understanding of alliteration and onomatopoeia. Year 7 pupils were able to link the Greek letters used to represent density in biology with other letters used in other subjects and successfully manipulated formulae and units. Older pupils used extensive, advanced vocabulary to describe persuasive language in analysis of a recent political speech.

3.7 The pupils' abilities to listen, reflect and communicate with confidence are outstanding. Pupils of all ages are highly articulate. Many are prolific readers. Pupils listen actively and express their opinions in respectful, compelling and articulate ways. Pupils make good use of the many opportunities provided to develop these skills, many performing with confidence in classroom and other presentations. In the junior school, pupils' communication skills are excellent. Pupils are confident, proud of their school, and of what they can achieve. They speak and write with a mature, diligent approach, including lines such as 'delicious soup bubbling hypnotizingly' in poems about Autumn.

3.8 In discussions and in their questionnaire responses, pupils' comments throughout the school show a mature ability to analyse and express their feelings. Pupils express themselves clearly and effectively. Their use of subject-specific vocabulary is excellent and often advanced for their age, for example when pupils skilfully identified and explained different forms of volcanic activity using appropriate

technical terminology. Sixth-form pupils commented that they are often excited by common room discussions about their academic learning. Their communication skills are demonstrated well in their extended project qualification (EPQ) essays. These demonstrate extensive research and assured writing.

- 3.9 Pupils of all ages are confident in informal communication. They answer convincingly when engaged in passing conversation. They are confident to ask when unclear about something in class. Many pupils communicate online with teachers when facing academic difficulties and speak positively about the way the school's learning platform assists this.
- 3.10 Pupils have an excellent grasp of numeracy skills and use them unhesitatingly and successfully in all subject areas. To do so is embedded from the EYFS, so that pupils use their numeracy naturally. This was evident in the ease with which they manipulate data and equations in chemistry. In Year 13, pupils calculated the relative atomic mass of lithium precisely while Year 7 pupils measured the volume of a variety of objects accurately. Year 6 pupils showed good understanding when describing how to add and subtract mixed fractions. Older pupils apply their numeracy in wider contexts, such as intelligently discussing the limitations of statistics as applied to official government income figures.
- 3.11 Pupils develop excellent information and communication technology (ICT) skills throughout the school. Pupils are well equipped to use them as necessary to support their future education and working lives. The youngest pupils achieve high levels of competence in coding and use these skills to good effect. Pupils' use of ICT in the classroom is intelligent and enhances their learning. Pupils confidently use devices for research purposes and process the information they acquire thoughtfully. Pupils in Year 9 demonstrated a good understanding of artificial intelligence, designing suitable questions to determine whether a person or a robot was answering. Pupils view ICT as a tool and make natural use of software packages, including to generate graphs successfully. They form hypotheses expertly based on the diagrams generated. Older pupils used software packages confidently to process data from science experiments and statistical investigations in biology and psychology.
- 3.12 Pupil's study skills are excellent and well embedded. Pupils in the younger years make effective use of a wide variety of study skills. They make good use of a wide range of resources because teachers model how to find information. Using charts in Year 1 phonics, pupils explained varied plural endings accurately. Older pupils think for themselves, hypothesise and ask pertinent questions confidently. Most pupils display the ability to settle quickly to work, are attentive to teaching and concentrate closely on each given task. They listen carefully to one another in discussion and subsequently enable progress in their understanding by building on what has been said. Year 7 pupils demonstrated their curiosity and intellectual maturity when developing their ideas about volume, mass and density. Occasionally, some pupils' learning in examination classes lacks the verve and sense of curiosity demonstrated by younger pupils because teaching does not encourage this sufficiently.
- 3.13 Pupils are palpably resilient learners and deal with correction very positively. They understand that not all quotations are of equal worth in making an argument in literature and are secure in the close analysis of text. They are at ease synthesising a range of source material. They sieve a body of information effectively to pick out accurately what matters and what does not. Pupils use mind-mapping well as an organisational tool and as an effective revision aid. They use well targeted highlighting in a variety of situations to support their acquisition of vocabulary and ideas. In English and foreign language lessons, they successfully use their understanding of context to work out what unfamiliar vocabulary might mean. Through their experience of peer assessment, pupils develop strong skills of criterion-based evaluation which support their reflections on their own personal progress. Older pupils invoke a range of techniques confidently and demonstrate striking levels of focus in lessons. These skills allow them to access higher-order thinking. They show well developed analytical skills. In chemistry, analysis of data from a complex experiment to find relative atomic mass was accurate and detailed. Pupils develop strong skills in synthesis as shown in Year 10 biology where pupils re-evaluated their thinking when their data did not match their hypothesis.

- 3.14 Pupils excel in a wide range of creative, sporting and academic co-curricular activities. Pupils' musical, artistic and sporting achievements are at high levels and complement well the academic side of life at the school. In assembly, Year 1 pupils were congratulated on acquiring First Aid certificates. Pupils excel in Olympiads in mathematics and science and are highly successful in a variety of competitions from robotics challenges to essay writing. In the last twelve months, a large number of pupils passed LAMDA grade examinations, nearly all of them achieving distinctions. Several pupils are members of the National Children's Orchestra, or the National Youth Choir or Theatre. School Netball and Hockey teams have been successful in regional and national tournaments and are contributing several players to county squads. Pupils have reached numerous national finals in a range of activities such as dance and rugby. There are also pupils who undertake high level competitions outside the school, facilitated by flexible timetabling, who play cricket, tennis, swimming and climbing at county or club level which came about having been introduced to these sports through school. Pupils lead and encourage each other to undertake personal challenges such as participation in the endurance event, the Ten Tors challenge. Pupils appreciate and make good use of the numerous different clubs on offer. These enable them to collaborate, be creative, social and physically and mentally healthy. They participate in a myriad of wider activities which for many bring achievements at the highest levels, for some despite significant challenges. The extensive celebration of these wider achievements reflects the broad view of educational excellence promoted by school leaders and governors.
- 3.15 Pupils are keen to learn and display extremely positive attitudes to learning in fulfilment of the school's aim. They show initiative with confidence and instinctively work collaboratively, interacting with others to enhance learning mutually. Pupils are highly motivated overall and take a high level of personal responsibility for their learning. They appreciate the practical value of their education in terms of career development. Pupils' thinking skills are securely developed through the provision of excellent, challenging and relevant resources. Junior pupils, including children in Reception, enjoy, and become thoroughly absorbed in, all aspects of their learning and research. They relish exploring new ideas and topics and enjoy referencing previously learned concepts. Older pupils responded well in Year 7 History where the exploration of source material relating to Rameses III was converted into a 'tweet', which fired their imagination. Almost all pupils confidently attempt new skills, think for themselves and ask pertinent and sophisticated questions. They work independently and take pride in their work.

The quality of the pupils' personal development

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 Pupils at all ages have a highly developed level of self-understanding, engendering self-confidence and self-discipline. They grow in self-awareness in their early years and this development is enhanced through the school's tutor and personal, social and health education (PSHE) curriculum. Older pupils engage successfully in self-discovery by entering essays into competitions and their experience in the EPQ in the sixth form. They challenge themselves imaginatively to research such topics as historical homophobic attitudes in the USA. Pupils are resilient and progressively acquire a strong understanding of how to improve their own learning and performance, starting in the pre-prep. In their questionnaire responses, pupils of all ages commented perceptively, showing a mature understanding of themselves and others. Almost all parents agree that their child is helped to be confident and independent by the school. Pupils value and manifest a strong culture of self-confidence and self-esteem such that there is no sense of limitation to their aspirations. They link this very strongly to the non-judgemental encouragement promoted by senior leaders, a view supported by inspection evidence. Pupils feel empowered to try things out. They are not only well prepared with the necessary resources to step into the next phase of their career, as envisaged by the school's aims. They also develop successfully the social and emotional tools needed to flourish.
- 3.18 Pupils make decisions confidently in their daily choices about food and behaviour and show careful consideration of subject choices and future career paths. Younger pupils enthuse about the plethora

of activities available and select from those provided with variety and balance in mind. Older pupils manage busy lives, many maintaining their studies successfully alongside volunteering and sporting commitments. Pupils are adept at making decisions and understand the consequences decisions can have for others. Sixth-form pupils clearly explained the societal effect of a doping scandal involving a high-profile athlete. Year 7 pupils made effective decisions regarding history source material showing their understanding of the importance of provenance. Junior pupils make good use of the many opportunities for decision making that they experience. They realise that decisions they make are important in determining their success in later life. Year 6 pupils recently wrote their own probing interview questions which they then posed to prospective staff as part of their contribution to the staff recruitment process. Older pupils show palpable confidence in their own decisions, picking out potential quotations when writing an essay, making personal decisions in the use of colour or choosing a career plan that suits their personality. These decisions underpin the excellence of their achievement.

- 3.19 Pupils have a quiet awareness of spiritual matters, and they appreciate the non-material aspects of life. They are calm and respectful in acts of collective worship, and individuals seek time alone and space for prayer and reflection. Pupils demonstrate a sense of awe and wonder when they consider a naturalistic painting of a human face or find dance inspiration from a piece of music. They talk intelligently about their experiences. Junior pupils showed delighted appreciation of sunlight through the leaves in an autumnal photo and excitement at the crackle of the Van de Graaf generator in an assembly. Pupils, inspired by work in biology, reflected thoughtfully on how amazing it is to be alive. Pupils' appreciation of the intrinsic value of animal life is demonstrated in the textiles work on display. Older pupils show high levels of spiritual development in the philosophical questions they are keen to discuss, such as the character of God implicit in the Genesis narrative. Others are clearly interested in the ways that different cultural traditions approach and understand spiritual aspects of the human experience in the world. Where strong views are held, pupils express their beliefs confidently and all learn to appreciate the different views of others.
- 3.20 Pupils show a highly developed ability to distinguish right from wrong and to accept responsibility for their own behaviour. Older pupils model appropriate behaviour and their underlying ethical choices powerfully. Younger pupils look up to and mirror this modelling such that behaviour around the school is respectful and illustrates shared strong moral values. Discipline is rarely necessary as the powerful community spirit engendered by the ethos of the school is based largely on good relationships. Pupils understand that law is not arbitrary but reflects social attitudes and individual needs as was shown in a discussion of school uniform policy. Pupils take seriously the moral issues of the age, such as the challenges entailed in the current exploitation of the poor of the developing world within the fashion industry.
- 3.21 Pupils' social development is outstanding. Pupils express clearly that this is a happy school and that everyone is friendly and kind to each other most of the time. Discord does not last long. Pupils develop empathy and mature strategies for social cohesion at an early age, and harmony is quickly restored. Kindness is pervasive throughout the school, from the youngest children being mindful of the medical conditions of others to sixth formers going out of their way to help lost visitors. They are compassionate, caring and mindful of each other. They are warm, friendly and willing to talk about their school and their love of learning in this nurturing environment, where they feel safe and happy in fulfilment of the school's aim. In questionnaire responses, almost all parents agreed that their child develops strong teamwork and social skills. Inspection evidence shows that working with others spans a great range, from pair work in lessons to mentoring an isolated or visually impaired individual outside school. Often pupils' motivation for such social action is cited as giving back for the privileges and service that pupils themselves have received. Pupils thrive on collaboration and work enthusiastically and effectively in groups. They derive satisfaction in being part of a successful team in completing a task well or resolving a problem. Pupils develop a strong sense of community and strong friendships across the school, seeing it as important to be involved with others beyond their immediate circle. In

Year 9 geography, pupils were able to produce effective, balanced and proficient arguments about the benefits and disadvantages of providing aid overseas.

- 3.22 Pupils contribute positively to the lives of others in a range of practical ways. They comment on the significance of such contributions to their development as individuals. In all parts of the school, pupils relish leadership roles, viewing them as opportunities to help others and gaining satisfaction in doing so. Year 7 pupils eloquently explained how the school's buddy system is such a positive influence on their wellbeing. Younger pupils appreciate the friendship, support and role model of their sixth form 'buddy' and aspire to fulfil the same role for others in the future. Sixth-form pupils have initiated a lunchtime Maths Club for juniors and other senior pupils run dance and ICT clubs. Pupils participate ardently in fundraising activities, many of which they suggest and organise themselves. The majority of pupils are involved in The Duke of Edinburgh's Award scheme. Although they find it the most challenging element initially, pupils come to enjoy and develop as a result of the volunteering aspect of the scheme and opportunities to contribute socially.
- 3.23 Pupils show effective understanding of and excellent attitudes towards the diversity present in contemporary society and within the school. Pupils speak of regret concerning recent high profile colonialism issues, showing clear awareness of the impact of racism. They speak forcefully about the need for acceptance of diversity in sexuality and gender. Their understanding and challenging of gender stereotypes are highly developed. Sixth-form pupils opine that their liberal uniform code facilitates free exploration of identity. Junior pupils respect and value diversity and have a good cultural understanding through their daily interactions and learning alongside their peers. In conversation, they spoke appreciatively about a recent presentation about Eid, as celebrated by local families. Pupils develop a strong sense of community, mirroring that modelled by leadership and staff. Many pupils from a variety of backgrounds comment that they felt welcomed and accepted. In questionnaires, almost all parents agreed that the school promotes the values of democracy, tolerance and respect. Inspection evidence confirms that pupils show appropriate awareness of diversity in thoughtful responses to the challenges of discrimination at a personal level. They challenge unacceptable behaviour from peers, take a proactive approach to educating themselves about diversity, and become involved appropriately with nationally organised protests.
- 3.24 Pupils of all ages have a well-developed understanding of how to stay physically and mentally healthy, particularly in terms of exercise. They show appreciation of healthy choices of food on offer. They approach physical education classes with high levels of enthusiasm and enjoyment. Pupils enjoy a balanced lifestyle at school and manage their time well during the day, taking time to restore their physical and mental energy where needed. In this they are assisted by the routine of the day which successfully combines efficiency with low levels of stress for pupils. Pupils discuss how to stay safe online showing a mature understanding of how to address and how to report online problems. They are acutely aware of the risks and appreciate the strategies required to face these safely. Older pupils showed sophisticated awareness of emergent ethical issues associated with ICT.

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and an assembly. 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

Mrs Linda Smallwood	Reporting inspector
Mr Joe Sidders	Compliance team inspector (Deputy head, HMC school)
Ms Wendy Barrett	Team inspector (Head, GSA school)
Mrs Jane Huntington	Team inspector (Former head, ISA school)
Mr Stuart Williams	Team inspector (Former deputy head, HMC school)