



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Queen Elizabeth Grammar School

February 2022

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School's Details

School	Queen Elizabeth Grammar School		
DfE number	384/6115		
Registered charity number	1088415		
Address	Queen Elizabeth Grammar School 154 Northgate Wakefield West Yorkshire WF1 3QX		
Telephone number	01924 373943		
Email address	qsoffice@wgsf.net		
Head	Dr Richard Brookes		
Chair of governors	Mr Simon Chamberlain		
Age range	7 to 18		
Number of pupils on roll	886		
	Juniors	178	
	Seniors	541	Sixth Form 167
Inspection dates	15 to 18 February 2022		

1. Background Information

About the school

- 1.1 Queen Elizabeth Grammar School is an independent day school. It is registered as a single-sex school for male pupils. The school is part of Wakefield Grammar School Foundation, which also comprises Wakefield Girls' High School and Wakefield Grammar Pre-Preparatory School. The junior and senior sections of the boys' schools became one all-through school in September 2021. Some teaching in the sixth form is shared with Wakefield Girls' High School. The Foundation provides a central administration centre, with a single governing body having oversight. A new head was appointed in September 2021 with responsibility for the combined junior and senior sections of the boys' grammar school.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers. During this period of closure the school provided remote learning materials for all pupils.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.4 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.5 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils and the children of key workers received remote learning provision at home.
- 1.6 In 2020 and 2021 public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded in 2020 and teacher-assessed grades in 2021.

What the school seeks to do

- 1.7 The school aims to combine the best of traditional values with a forward-thinking approach which prepares pupils to take their place in the modern world. It does this by fostering a sense of discovery, of intellectual curiosity, providing opportunities for self-expression and the development of self-confidence in which the pupils may reach the highest levels of individual academic achievement and become pupils of excellent character.

About the pupils

- 1.8 Pupils come from families with a range of professional and business backgrounds living in and around the city of Wakefield. Nationally standardised test data provided by the school indicate that the ability of the pupils in the junior and senior schools, including the sixth form, is above average for those taking the tests. The school has identified 175 pupils as having special educational needs and/or disabilities (SEND), and they all receive specialist learning support from the school. No pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 90 pupils, of whom very few need additional help with their English. Data used by the school have identified 308 pupils as being the most able in the school's population; their needs are met within the school curriculum and through a range of extra-curricular activities.

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. 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.

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](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

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'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 years 2019 to 2021, GCSE and A-level results have confirmed 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 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.

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 have excellent attitudes to learning and a considerable willingness to participate across all areas of learning.
- All groups of pupils, including those with SEND or EAL, achieve very well and make excellent progress as a result of highly effective tracking and feedback.
- Pupils achieve highly in, and greatly enjoy, a wide range of activities beyond the classroom.
- Pupils throughout the school are articulate, self-confident and assured in communication, including with each other and adults.
- Pupils are highly adept at analysing, extracting and evaluating information from a variety of sources.

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

- Pupils develop extremely positive relationships with each other and with their teachers.
- Pupils demonstrate excellent collaborative skills to achieve common goals and solve problems.
- Pupils thrive, are happy and self-confident and fully embrace the school's values of empathy and a joy for learning.
- Pupils' contribution to the local and wider community is exemplary.
- Pupils have a highly developed awareness of the importance of mental health and well-being and staying safe to promote a healthy lifestyle.

Recommendation

3.3 The school should make the following improvements.

- Ensure that pupils are fully engaged in their learning in all lessons by providing a consistently high level of challenge commensurate with their abilities.

The quality of the pupils' academic and other achievements

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

3.5 The overall attainment of pupils of all ages, including those with SEND or EAL, demonstrates excellent progress and successful fulfilment of the school's aims. Their progress in lessons is facilitated by

focused and well-resourced teaching alongside a culture where pupils are determined to make the best use of their time. Pupils' attainment at GCSE and A level is excellent. In GCSE examinations in 2018 and 2019, almost all results were at the highest three grades or equivalent. The centre- and teacher-assessed grades awarded in 2020 and 2021 maintained this high level of attainment. In the sixth form, pupils' attainment was consistently high in 2018 and 2019, with at least four-fifths of the results being awarded grades A*, A or B at A level. The centre- and teacher-assessed grades in 2020 and 2021 maintained this high level of achievement. As a result, pupils are extremely successful in securing places on courses at universities with highly selective entry requirements, both in the United Kingdom and overseas. This amply fulfils the school's aim to pursue academic excellence. Results for pupils with SEND and EAL show that they achieve in line with their peers meaning that, in a number of cases, they considerably exceed expectations. This is as a result of carefully monitored interventions for these groups, together with good-quality small-group and one-to-one support. Pupils indicated the quality of teaching and the ability to access academic enrichment courses beyond the curriculum as key contributory factors to their academic success. In response to the pre-inspection questionnaire, an overwhelming majority of parents agreed that teaching enables their children to make progress.

- 3.6 Pupils' attitudes to learning are excellent, they take pride in their work and show initiative and independence, whilst being keen to work collaboratively. These attitudes are a significant factor in pupils' excellent attainment. This was evidenced in the work scrutiny in which junior, senior and sixth-form pupils showed inspectors evidence of independent learning in both their workbooks and on electronic devices. Pupils were able to show the skills they had employed to tackle challenging projects, appropriate to their competency levels. For example, a sixth-form project to restore a vintage light aircraft engine submitted for the extended project qualification (EPQ) demonstrated high-quality individual work as did a joint musical presentation prepared by pupils in Year 8. Pupils' progress is further supported successfully by an online homework platform which has enhanced the accessibility of revision work and given pupils an increased level of autonomy in taking control of their workload. Pupils also take good advantage of academic after-school clubs such as for science, technology and mathematics. Additionally, the enrichment and development programme (QED) is highly successful in engaging the pupils in Years 7 to 13 in a comprehensive range of excellent Wednesday afternoon activities, which is highly valued by the pupils.
- 3.7 Throughout the junior and senior schools, pupils respond well to the balanced curriculum. They demonstrate effective learning skills because the work they are given is matched to their ability and appropriate support and challenge are offered in most of the teaching. Senior school pupils, for example, are able to cross-reference topics using their information and communication technology (ICT) skills, as observed in mathematics, science and geography lessons. Pupils showed inspectors how the tracking and intervention systems employed by their teachers support their progress. They said that targeted interventions and clear direction on where improvements could be made have a significantly positive effect on their progress. Pupils of all ages spoke positively about their learning experience. They commented that, in most teaching, they are encouraged through interesting and sometimes provocative discussions to explore beyond the bounds of the syllabus. Pupils engage willingly in independent research, such as pupils in Year 11 considering topics for the higher project qualification (HPQ), and when pupils of all ages choose to involve themselves in academic societies. Their attitude to study is supported by teaching that encourages pupils to believe in what they do.
- 3.8 Pupils make rapid progress in developing knowledge, skills and understanding as a result of well-prepared teaching. They explore ideas in depth and make excellent use of concepts acquired in previous lessons. For example, pupils in Year 11 used excellent analytical skills to deduce what might have happened in a road accident situation, and in Year 6 pupils used real-life contexts to acquire an accurate understanding of what a percentage is, using shop sales, examination results and COVID-19 rates. In response to the pre-inspection questionnaire, a very small minority of pupils did not agree that lessons are interesting. In the large majority of lessons observed, pupils demonstrated high levels of engagement and interaction with their teachers, and they were keen to learn and benefit from the opportunities available to them. However, in a small minority of lessons, pupils are not fully engaged

because there is limited challenge. More able pupils across most curriculum areas achieve at a particularly high level since open-ended opportunities, including those of a mathematical and scientific nature, provide additional challenges for their abilities. In a business studies lesson in Year 10, pupils successfully demonstrated their ability to compile and manipulate basic income accounts, effectively demonstrating their ability to use higher-order thinking skills in a practical situation.

- 3.9 Communication skills are a strength throughout the school. This is due to a shared culture and enthusiasm for public performance, as seen in music making, choirs, drama productions and in debating, with many of these activities being of a co-educational nature in partnership with the girls' school. In a history lesson in Year 9, pupils successfully used research techniques to present ideas when analysing reasons for the abolition of the slave trade. Pupils in Year 11 and the sixth form displayed highly sophisticated written skills in their HPQ and EPQ work and gave excellent presentations to their peers on their projects. Pupils display outstanding listening skills, which they utilise effectively to shape their own thinking by building on ideas articulated by their peers. In all of these areas, a strong contributory factor is the commitment of the school's leadership team and the staff as a whole to give pupils every opportunity to read widely, engage in discussions, present in assemblies and have the time and space to listen to one another. Pupils make excellent use of the ICT available, supplemented by access to a range of virtual learning systems as seen in nearly all lessons. Junior school pupils make use of ICT devices regularly and effectively which greatly enhances their creative and research skills, for example in creating music and in science and design and technology. Pupils in the senior school have access to their own electronic devices. Pupils say that use of such devices is key to their success because of the research, organisational and teacher feedback possibilities it enables them to access. Pupils' use of, and competence in, ICT has improved significantly during the lockdown periods, as seen in the pupils' highly effective use of online learning resources.
- 3.10 Pupils' numeracy skills are highly developed, across all age groups, as a result of the importance placed on mathematics as a key subject and the encouragement of pupils to develop and apply their numeracy skills in new and unfamiliar contexts. For example, in a digital skills lesson in Year 7, pupils used mathematics with skill and confidence, beyond their years, when using software to create a piece of code that would solve a basic problem. Older pupils achieve great success in the UK Maths Challenges at all levels, and the popularity of mathematics as an A-level choice is reflected in the pupils' enjoyment and confidence in the subject as well as the excellent examination outcomes. Discussions with pupils indicated that the use of numerical skills on a cross-curricular basis is commonplace and integrated into the pupils' skill sets. A recent school initiative has seen the development of an AS-level mathematics course to support sciences and social science courses at A level. Pupils use their effective numerical skills to great effect outside the classroom, such as in preparing for Duke of Edinburgh's Award (DoE) expeditions, where they are required to estimate route lengths for each section of a hike or fell walk.
- 3.11 Pupils' achievements in external competitions, in gaining other academic distinctions beyond examinations, and their success in art, music, drama and the arts are excellent. Junior pupils compete successfully in rugby, football, cross-country and hockey on a local and regional basis. A number of pupils have also represented the district and county in cricket and many pupils achieve the in-house 'QEGS diploma'. Senior school pupils have gained awards in mathematics and science Olympiads, have represented Wakefield schools in cross-country, and the school reached the semi-finals of a national schools rugby competition in 2022. In music, the school bands regularly play at external venues, and a number of pupils have been winners in a national creative writing competition, with a senior pupil having recently had a short story published. Pupils' high level of success in sport and non-sporting activities is promoted by their enthusiasm to represent their school together with the encouragement given by staff and leaders. Pupils play representative games across many sports, and this is as a result of the excellent facilities available, the enthusiastic coaching provided by the staff and the pupils themselves who are driven by a 'can-do' culture. Pupils recognise and value the opportunities afforded them, and the rich variety of opportunities means that everyone can become involved irrespective of ability. Pupils said that participation in choral groups and concert bands as well as theatrical

productions offer them opportunities to collaborate with the girls' school resulting in the promotion of teamwork and the enhancement of their social interaction skills whilst boosting their self-confidence.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 The school is highly successful in meeting its aim to foster in its pupils a sense of discovery, intellectual curiosity, and self-confidence to enable pupils to succeed academically and become pupils of excellent character. Pupils of all age groups respond positively to the high standards and expectations set by the leadership, teaching and governing board, and there is a real sense of community and shared focus. A number of parents in response to the questionnaire commented favourably on the way the school prepares its pupils for an independent life bringing out their self-confidence, whilst placing equal value on academic and extra-curricular activities. Pupils of all ages are extremely self-confident without being overbearing. They show notable resilience and have a very clear and objective understanding of how to improve their own learning and performance both academically and in a co-curricular sense. Younger pupils explained to inspectors that they are encouraged to use a 'can-do' attitude where it is okay to make mistakes, while older pupils explained that they could reach targets set as a result of their confidence and readiness to approach staff for help if necessary. For example, senior school pupils struggling with HPQ and EPQ projects, having sought teachers' support to improve their research skills, were then able to apply these skills to other subjects, thus greatly boosting their confidence. The pupils value and seek out opportunities to improve their learning, as shown in the high take-up of both academic and non-academic enrichment clubs across all age groups. Pupils in Years 9 and 10 commented that they value the assistance of the learning support department in making good decisions about their future in respect of subject choices. Pupils develop an increasingly strong awareness of the importance of making their own decisions. For example, pupils in Year 12 discussed with inspectors their improving time-management skills, which they felt online learning opportunities had accelerated during the 'lockdown' periods.
- 3.14 The spiritual value of togetherness is highly celebrated and has been particularly appreciated by the pupils in the lockdown periods over the last year through remote learning activities, when they were unable to have direct contact with their friends. Younger pupils share their knowledge and understanding of their faith with their peers. Muslim and Christian pupils share their beliefs with each other in form discussions and in assemblies and, as a result, pupils gain a deeper understanding of tolerance and become more accepting of each other's faiths. Older pupils have access to a prayer room and the rights of pupils who need to fast are respected and understood. The school has a number of junior and senior school choristers as a result of strong links with the cathedral which, as a result, enhances the spiritual feel of the school, whilst promoting the importance of singing and music and, for a number of pupils, the opportunity to take organ lessons. Pupils show an excellent appreciation for the arts and for nature, as seen in the exceptional pieces of artwork displayed in both the senior and junior schools. This is because effective teaching encourages the articulation and exploration of the non-material aspects of life such as the natural world.
- 3.15 Pupils demonstrate great respect for the system of rules in school and can distinguish right from wrong from an early age, exemplified by their excellent behaviour. Younger pupils take collective responsibility for their own behaviour and, as a result, will often suggest to their teachers that other pupils should be rewarded for upholding the school's values. Pupils at all levels demonstrate a very keen sense of fair play and justice, challenging injustice where they encounter it. This is a result of the pupils' clear understanding of their behaviour and code of conduct responsibilities. Many pupils felt that the diverse school community strengthens the importance of mutual respect and they pointed out that it is, therefore, vitally important to listen and talk to each other sympathetically. During the visit, inspectors reported behaviour to be very good in lessons and when moving around the school. A minority of pupils in their response to the questionnaire disagreed that pupils are kind and respect

one another. Pupils in discussions confirmed that, most of the time, pupils do treat each other kindly and with respect, a view confirmed by behavioural records and observation of the pupils as they moved about the school. Pupils further commented that when pupils are occasionally unkind to each other, the pastoral support which is always provided for the pupils involved refocuses all pupils to promote and encourage positive behaviour. The personal, social, health and economic (PSHE) and the relationships and sex education (RSE) programmes are valued by the pupils and are well developed across the school, with a comprehensive and age-appropriate programme in place for all age groups. This was evidenced by sixth-form pupils' willingness to support the programme by giving talks and presentations to the younger pupils, a recent contribution being a discussion on body image given to pupils in Year 7 by a member of the prefect team.

- 3.16 Pupils are highly socially aware, and this is a real strength of the school. They provide much support to their peers, both academically and in terms of developing wider skills. This is a consequence of the school culture which promotes easy relationships and social confidence. Much of this support is unprompted and spontaneous as seen in older pupils helping to coach younger pupils in sports, music, and in academic and project work. Pupils across the junior and senior schools have a genuine desire to support their school communities and readily seek out opportunities to hold positions of responsibility. This includes roles such as form leaders, members of the school councils and as sports team leaders. This arises as a result of their teachers' encouragement, but also as a result of the genuine desire to seek out opportunities to support their school communities. Collaboration is a genuine strength of the school; pupils work well together in many areas of school life, including during lessons and through enrichment activities. For example, pupils talk enthusiastically about their experiences of the DoE programme and the spirit of collaboration which it engenders. Pupils value the opportunities they have to become involved with the local community. This extends across both school sections and includes sixth-form pupils working with disadvantaged children from local schools, pupils' contribution to choral and singing events at the cathedral, pupils' work with senior citizens in care homes and assistance with local foodbanks. Pupils' personal development is greatly enhanced by these opportunities, allowing the pupils to take part in largely pupil-arranged charitable events as well as the well-structured outreach programme involving the local community.
- 3.17 Pupils form very positive and productive relationships with each other and their teachers, irrespective of culture or background. Throughout the school, pupils are highly respectful of each other and of the core values of humanity, compassion and diversity. This is evident in discussions with pupils and results in them not only respecting cultural and individual differences but also enjoying celebrating them. This is because staff actively promote equality and diversity, encouraging pupils to celebrate the different cultures in their classrooms. Pupils highly value tutorial lessons which allow them safe spaces to engage in and explore different beliefs and opinions such as in recent 'racism versus banter' debates, allowing pupils to gain a deeper insight into cultural and diversity issues. Pupils' appreciation of diversity issues is as a result of a well-balanced and age-related RSE programme. Tutorial group meetings and PSHE lessons evidenced by inspectors demonstrate that pupils have a good understanding of matters relating to relationships and cultural issues of race and gender. Pupil voice forums of school ambassadors meet half termly with pupils commenting that the school is increasingly listening and responding to pupils' concerns. For example, comments about the lunchtime food offering have prompted the governing board to conduct a full reappraisal of the catering arrangements with a view to meeting the needs of the pupils in a better way.
- 3.18 Pupils have a high level of appreciation of how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle. Pupils' health and well-being are strongly promoted because the school recognises the possible impact of mental illness and stress on pupils and, as a result, the school employs a counsellor with mental health expertise to support the pupils. Pupils discussed with inspectors the importance of staying physically and mentally healthy and cited examples of the benefits of 'well-being Wednesdays' and 'free your mind Fridays' as useful components of the school's well-being programme. Additionally, sixth-form pupils explained that they delivered assemblies on staying mentally healthy, which they felt were well received by the

younger pupils and which also gave the sixth formers an element of social responsibility in this area. Pupils at all levels appreciate the opportunity to participate in individual sports and physical activities which extend their skills and allow them to develop an appreciation that an active lifestyle is beneficial to mental well-being. The success of the sports programme and philosophy of sport engendered by the pupils is as a result of the encouragement of their teachers but also the keenness of the pupils and their willingness to compete and work as a team. Almost all pupils agreed that they feel safe in the school and know how to stay safe online. They feel that they are well supported in their mental health, citing examples of how they have been supported through difficult times. Pupils said that they felt particularly well supported during the remote learning periods, asserting that the teaching staff made a concerted effort to check and monitor their mental health and well-being during these periods.

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 and the safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings 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 Tony Halliwell	Reporting inspector
Dr Susan Ley	Compliance team inspector (Deputy head, SofH school)
Mr Garry Binks	Team inspector (Former deputy, HMC school)
Mrs Joanna Callaway	Team inspector (Headteacher, ISA school)
Mr Nigel Lashbrook	Team inspector (Former Headmaster, HMC school)
Mr Toby Mullins	Team inspector (Headteacher, SofH school)