



**ISI** Independent  
Schools  
Inspectorate

## **Focused Compliance and Educational Quality Inspection Reports**

**Manor House School**

**May 2019**



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### School's Details

<b>School</b>	Manor House School			
<b>DfE number</b>	936/6068			
<b>Registered charity number</b>	312063			
<b>Address</b>	Manor House Lane Little Bookham Leatherhead Surrey KT23			
<b>Telephone number</b>	01372 458538			
<b>Email address</b>	admin@manorhouseschool.org			
<b>Headteacher</b>	Ms Tracey Fantham			
<b>Proprietor Chair of governors</b>	Mrs Geraldine Simms-Bassett			
<b>Age range</b>	2 to 16			
<b>Number of pupils on roll</b>	300			
	<b>Boys</b>	8	<b>Girls</b>	292
	<b>EYFS</b>	30	<b>Prep</b>	100
	<b>Senior</b>	170		
<b>Inspection dates</b>	8 to 10 May 2019			

## 1. Background Information

### About the school

- 1.1 Manor House is a selective independent day school for girls, aged 2 to 16. It was founded in 1920 in Sidmouth and moved to its present 17-acre site on the outskirts of Leatherhead in 1937. It has close links with the Church of England. The school is a registered charity, governed by a board.
- 1.2 There are three main sections in the school: Early Years Foundation Stage (EYFS, including Nursery, Kindergarten and Reception); Prep School, for Years 1 to 6; and the Senior School, for Years 7 to 11.
- 1.3 Since the previous inspection, a new headteacher was appointed in September 2016, almost all the leadership team are new in post and boys have started to attend in EYFS.

### What the school seeks to do

- 1.4 The school aims to be a caring and nurturing educational environment, where pupils develop a love of learning and become confident, creative and resourceful citizens and, in which, the positive and nurturing environment fosters a happy and healthy outlook, and the many unforgettable experiences help to forge character and ensure individual challenge.

### About the pupils

- 1.5 Pupils come from a range of professional and business backgrounds, mostly from white British families living within a 15-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is average. The school has identified 59 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 34 of whom receive additional specialist help. Two pupils in the school have an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for eight pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 30 pupils as being the most able in the school's population, and the curriculum is modified for them and for 27 other pupils because of their special talents in sport and performing arts.

## 2. Regulatory Compliance Inspection

### Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

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

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

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. 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 full regulations 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 uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools.
- 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 **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.
- 2.7 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is 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 **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**

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.11 **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**

2.12 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.

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

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

2.14 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 pupils with education, health and care plans or English as an additional language. They also include 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.

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

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

2.16 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.

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

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

2.18 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.

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

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

**The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. 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>
Nursery, Kindergarten and Reception	Early Years Foundation Stage
Prep School	Key Stage 1 and 2
Senior School	Key Stage 3 and 4



## Key findings

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

- Pupils make good academic progress because they develop positive attitudes to learning.
- The pupils speaking skills are highly developed enabling them to converse confidently with their peers or teachers.
- Pupils display good non-academic achievement because the school supports them well in developing their interests.
- The progress of pupils is less well marked when some subjects do not follow the school assessment policy.
- Pupils' ability to research information is good, but high order thinking skills are less well developed, particularly for the more able.

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

- Pupils of all ages display high levels of confidence and self-awareness.
- Decision-making amongst all pupils is excellent.
- Pupils care about each other and work well together both in lessons and extra-curricular activities.
- Pupils demonstrate a strong understanding of how to keep themselves safe and healthy, both physically and mentally.

## Recommendations

3.3 The school is advised to make the following improvements:

- Enhance pupils' progress by ensuring that school assessment and tracking is implemented consistently to inform them about how they may improve.
- Ensure sufficient challenge for pupils to analyse, hypothesise and synthesise in order to develop their higher-level thinking and reasoning skills, particularly for more able pupils.

## The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 Pupils achieve well both academically and in wider pursuits, promoted by the new school leadership's and governors' commitment to raising attainment and enhancing the curriculum. The proportion of children who attain a good level of development by the end of Reception is consistently above the national average. The vibrant indoor and outdoor learning areas support the breadth of the curriculum very well and stimulate children into thinking about their learning. As a result, children start Year 1 as confident learners. Evidence from lesson observations, scrutiny of pupils' books, discussion with pupils and the school's own assessment data, show that attainment is in line with national averages for prep pupils and above average for the seniors in relation to national age-related expectations. The GCSE results in 2018 were an improvement on the previous three years which are generally above average.
- 3.6 The new systems for collecting standardised assessment information, introduced by leadership and management, have not been embedded long enough for staff to communicate effectively the progress of all groups sufficiently. The new school initiative for assessment has a positive impact on standards in those subjects that implement it well. A very small minority of parents said in questionnaires that their child's needs were not met effectively. However pupils, in interviews with inspectors, said that support was a strong aspect of the school. All pupils including those with SEND and EAL make good progress. Pupils attain good standards in the senior school because teachers have a good knowledge of the strengths and weaknesses of pupils.
- 3.7 Pupils display very good attitudes to their learning, and they are keen to do well. All pupils engage effectively in lessons and make contributions with confidence. Mutual support between pupils is a strong feature of the school. They demonstrate good collaborative skills, which positively support one another's learning. They are resilient and confident, motivated to do their best for themselves and their teachers. However, pupils did say that they would welcome a broader range of technology subjects.
- 3.8 Children in the EYFS apply their knowledge and skills effectively. This was demonstrated by a child in the nursery class who used comparative language well when building a pirate ship out of shapes. Younger senior school pupils effectively identify key features of undesirable or frightening societies in literature. Pupils' physical skills are well developed. Precise feedback enabled Year 8 pupils to learn how to influence the direction of their rounders shot and improve their level of bowling consistency. Older pupils make good progress with their knowledge, understanding and skills across a range of subjects and activities as a result of learning in small groups, along with examination practice for GCSE qualifications. For example, Year 10 pupils confidently applied scientific terms such as coagulation of protein and Maillard reaction to their cooking. Year 11 pupils demonstrated a good knowledge of mythological characters using decorated gingerbread characters whose shape other pupils then had to identify.
- 3.9 From the earliest age, pupils speak clearly and with confidence. In a Year 3 English lesson, they talked enthusiastically about how working as a group enabled them to produce better letters. For example, they had produced a letter to an agony aunt, when writing as the Iron Man, by Ted Hughes, asking for help on how to find his ear in the sea. The development of effective oral skills was observed when pupils used role play in Year 10 Spanish when celebrating the birth of the new British royal baby, and when using stimulating images to communicate the differences between classrooms across the world. The confidence of the pupils to converse comfortably with adults is a real strength, as seen when they were guiding parents around the school during the school open day. Prep pupils make good progress with writing and increasingly use sophisticated vocabulary. Very good reading and comprehension skills were seen in Year 9 English facilitated by the use of active reading groups. Older pupils successfully write in a number of genres and use new vocabulary purposefully in their written work.

- 3.10 Number skills are developed effectively. Children in the EYFS demonstrate how many magic pens were needed during a phonics session. In Year 1, pupils spoke with understanding about doubling numbers, as well as looking for number bonds to 20 to help with problem-solving activities. Prep pupils successfully collaborate to find solutions for calculations they find challenging before approaching the teacher for advice. They effectively use graphic skills in other subjects when, for example, presenting their science results in bar charts. Year 10 geography pupils were similarly confident outlining the merits of presenting field data in pie charts, population pyramids and, for the most able, proportional circles and squares. In science, they successfully analyse complex data to generate line graphs on change of state or resistance in different materials.
- 3.11 Pupils' ICT skills are good overall, and they are excellent in some areas, such as coding. Prep school pupils confidently use algorithms and sprites (two-dimensional bit maps) to control the movement of a rocket, on screen, from earth to the moon. Older pupils effectively used spreadsheets, flow diagrams, mind maps and image manipulation, such as in creative media, where all pupils plan their project work to design a digital graphic presentation. Senior school pupils are comfortable about using handheld technology to devise well-planned presentations, write up high quality stories or follow programmes to deepen their learning. However, in discussion with pupils, they said that mobile devices were not used enough for collaborative and creative activities.
- 3.12 Pupils work independently and develop good study skills. Prep pupils plan and organise their work well, read critically and reflect effectively on the knowledge they have gained. Younger senior school pupils demonstrate good use of strategies to evaluate unseen poems in English or make inferences. For example, they identify how tension is created in a passage or how Shakespeare creates a dramatic opening scene in *Macbeth*. Older pupils effectively used different methods of feedback in GCSE physical education, including the use of mark schemes to pinpoint areas to develop. Pupils give logical and reasoned explanations when hypothesising in science. For example, Year 10 pupils responded well to open-ended questioning about electrostatic fields produced from a Van de Graaff generator. However, apart from science subjects and food technology, challenges and opportunities to analyse, hypothesise and synthesise are not consistently evident across the curriculum. In discussion with inspectors, older pupils, especially the more able, identified that they rarely formulate their own research questions or use multiple sources.
- 3.13 Across the school, high-quality displays showcase the excellent standard of pupils' work beyond the classroom, particularly in art. Pupils achieve well in science and sporting competitions, supported by willing teachers who are generous with their time. Pupils are successful in speech and drama, with the majority passing graded examinations with distinction. The pupils achieve varying levels of success in teams playing in district or regional events, and always recognise that it is the fun of participation that is important. A number of pupils have represented the school at county and district levels for athletics and cross country, and in team sports, such as hockey and netball. Recent success has been achieved in the new sports introduced by school leadership in triathlon and taekwondo. Pupils demonstrate excellent creative skills in a range of artistic, music and drama activities including the eagerly awaited annual 'House Arts' competition that involves pupils of all age groups from Year 1 to Year 11. There are currently 21 pupils who play an instrument at Grade 5 or above. Older pupils show excellent standards in music and many are accomplished instrumentalists and singers, encouraged by the range of opportunities to perform in assemblies and other events.

## The quality of the pupils' personal development

- 3.1 The quality of the pupils' personal development is excellent.
- 3.2 The development of self-confidence in the pupils is a strength. Leaders and governors recognise that pupils' well-being and welfare are essential foundations for academic progress. They have devoted the necessary resources and time to ensure that there are high levels of pastoral care that allow pupils to grow in confidence and flourish. The younger pupils identify the older girls as excellent role models, particularly the 'Supportive Friends'. These are older pupils who look out for them around school and the younger girls willingly turn to them for advice. They learn to understand themselves and know what they need to do to improve their learning and performance. Pupils in Year 6 feel supported as they transition through to the senior school. The quality of pupil's relationships with both their peers and with staff means they develop a sense of self-belief and can talk confidently to adults. This was illustrated by the final assembly organised by Year 11 which was permeated by genuine warmth and a sense of fun with all the pupils dressed in fancy dress associated with their name. Pupils are well prepared for the next stage in their education and are, in almost all cases, able to secure the sixth form placement of their choice.
- 3.3 Children in EYFS are encouraged to make effective decisions on a daily basis regarding which activity to choose and who to work alongside. Year 5 pupils decided to produce very persuasive letters to the Head of Prep to re-instate an adventure holiday camp trip that they were led to believe was going to be stopped. Older pupils understand that the decisions they make can affect their own and other's well-being. For example, they demonstrate diplomacy and objectivity when selecting the activities and pupils, from across all year groups, to take part in house competitions. They understand and appreciate democratic decisions as they vote for head and deputy head girl or other roles of responsibility. Year 10 pupils justified their choices of colour for the front page of books they had designed on space suitable for an audience of boys aged 15 to 17, and explained how they would vary the colour profile for younger audiences. Pupils across the school have a strong understanding of the importance of the decisions they make and their impact; for example, pupils elected to the school council suggested and evaluated a trial of the stopping of carrying heavy bags. They demonstrate independence in their lessons, confidentially trusting their own judgments in a cookery lesson and making decisions on the level of challenge in mathematics. A small minority, in the questionnaires, said that they did not receive helpful advice about their choice of subject or career. Inspectors found that this was true for some of the younger pupils in senior school but was not substantiated during discussions with older pupils.
- 3.4 Pupils develop a strong spiritual understanding and appreciation of other religions. They are respectful of each other and value differences. They appreciate opportunities for reflection and prayer during assemblies and services in the church, including the sense of history provided by founders' day. Year 8 pupils in religious studies lessons (RS) demonstrated excellent listening skills which enabled them to communicate their own views or challenge existing ones, on the Hebrew theory of creation. Year 9 pupils showed, when debating the philosophical issue of 'why good people do bad things,' their ability to reflect on unethical behaviour. Older pupils listen attentively to their classmates as they discuss beliefs showing a full awareness and respect for the fasting that was taking place during Ramadan for some pupils in the school. Pupils across the school show great appreciation of the non-material aspects of life through their enjoyment of creativity in art and music, their study of other cultures in language lessons, and through the literature they read. They value the opportunities to use a variety of mediums in art to explore emotional and aesthetic themes in their final GCSE exhibition work.

- 3.5 Pupils have a strong moral consciousness that stems from the school's ethos, character and high expectations. Pupils have an innate sense of right and wrong, with a strongly expressed sentiment of "Girls don't do that here", underpinned by the school motto "to love is to live". They demonstrate this by the courtesy and kindness they show to one another. Pupils manage their own behaviour extremely well and support others around them to do the same. They respond to adults' high expectations of behaviour, and very strong relationships are evident in the way pupils learn with one another and with adults. Almost all pupils and parents in the questionnaires said that the school actively promotes good behaviour. Pupils display an excellent level of behaviour within lessons and whilst they move around the school. There is a well-established rewards system that pupils like which promotes the values of the school and builds pupils' self-esteem. Pupils of all ages wear their badges with pride, reflecting their commitment to this ethos. In rare cases, pupils are quick to accept responsibility if their actions are not at the accepted level.
- 3.6 Pupils are very socially aware and work exceptionally well with others. Opportunities are used effectively to promote a discussion of learning. In paired work, they cooperate very well to meet common goals and this is particularly evident where activities are engaging and interactive. There are strong relationships across the school. Pupils willingly undertake a wide range of responsibilities. Prefects, house and form captains, school and food council representatives or subject ambassadors carry out their duties diligently and develop very strong leadership skills. This includes developing an understanding about how to organise collaboration and teamwork. As a result, leadership roles prepare them very well to be responsible citizens of the future.
- 3.7 Pupils demonstrate well-developed entrepreneurial skills and understand the importance of contributing to the local community by raising over £4,500 for local charities. They show good organisational skills for events or causes they feel passionate about, such as a recent environmental awareness upcycling clothes event. They engage enthusiastically in many enterprising events to support the wider community. These include cake sales or a sponsored cycle ride to raise money for pupils in Africa so that they can purchase bicycles to get them to school.
- 3.8 Understanding about diversity in society is very well established through a strong RS and personal, social and health education curriculum. School visits to the Mosque and Hindu workshops deepen pupils' understanding and respect for the traditions and cultures of others. In the newly introduced well-being programme, for example, they understand completely the aims of the programme and how it will benefit their future learning. A very small minority of pupils indicated, in the pupil questionnaires, that there was favouritism in the school. However, during discussions they said that this was not about faith or race. It was more about the best sports people or the most academic getting more attention. Pupils were keen to explain that they find racism, homophobia and any kind of discrimination unacceptable. They develop a strong commitment to global and environmental issues exemplified by GCSE art portfolios on the theme of 'Reflection'. Producing course work on topics, such as holidays people take across the world or on the effect of environmental activities that impact on climate change. Year 11 pupils recently investigated their own cultural heritage and held an assembly celebrating their findings.
- 3.9 Pupils have an excellent understanding of how to live healthy lives. They know the actions they must take to be healthy, as well as decisions that may cause them harm. A Year 10 cookery lesson demonstrated their ability to cook a dish suitable for the nutritional needs of a teenager. Participation in a wide range of clubs ensures a balanced lifestyle with the majority playing in a school team. This helps them to maintain healthy lifestyles, both physically and mentally. A recent school survey showed that all senior girls were aware of how to stay safe online and they identified that the school's no mobile phones policy means that they are active outside at lunchtime. They understand how to behave responsibly and how to keep themselves safe, including avoiding cyber bullying and extremism after receiving appropriate advice on what to do if they receive inappropriate messages through social media.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with 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 Desmond Dunne	Reporting inspector
Mr David Williams	Compliance team inspector (Assistant head, IAPS school)
Mrs Emma Stanhope	Team inspector (Director of lower school, GSA school)
Mrs Heather Trim	Team inspector (Deputy head, GDST school)