



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Derby Grammar School**

**September 2022**

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## School's Details

<b>School</b>	Derby Grammar School			
<b>DfE number</b>	831/6004			
<b>Registered charity number</b>	1015449			
<b>Address</b>	Derby Grammar School Rykneld Road Littleover Derby Derbyshire DE23 4BX			
<b>Telephone number</b>	01332 523027			
<b>Email address</b>	head@derbygrammar.org			
<b>Head</b>	Mr Paul Logan			
<b>Chair of governors</b>	Mr Andrew Gentles			
<b>Age range</b>	4 to 18			
<b>Number of pupils on roll</b>	218			
	<b>EYFS</b>	2	<b>Primary school</b>	42
	<b>Senior school</b>	130	<b>Sixth form</b>	44
<b>Inspection dates</b>	13 to 15 September 2022			

## 1. Background Information

### About the school

- 1.1 Derby Grammar School is an independent day school for male pupils aged 4 to 18 and female pupils aged 4 to 11 and 16 to 18. Situated in Littleover in Derbyshire, the school opened on its current site in 1995. The school is a charitable trust, overseen by a board of governors.
- 1.2 The school lowered the age of admission of pupils from age seven to age four in September 2019. New classrooms for Reception, Year 1 and Year 2 were opened at that time. In September 2022, the primary school became co-educational. A new head was appointed in September 2021 and a new chair of governors in April 2022.

### What the school seeks to do

- 1.3 The school's aim is to provide an excellent education which enables pupils to flourish individually in an atmosphere that provides intellectual challenge and celebrates success. The school strives to encourage independent thought, expression and learning, in an environment where learning is fun. The objective is that pupils will be equipped with a breadth of skills and knowledge which will enable them to achieve highly in school and in later life.

### About the pupils

- 1.4 Pupils come from family backgrounds which are predominantly professional from within Derby and the surrounding area. Data provided by the school indicate that the ability of pupils is average, and in the sixth form above average, compared to those taking the same tests nationally. The school has 33 pupils who require support for special educational needs and/or disabilities (SEND), the majority with dyslexia. One pupil has an education, health and care (EHC) plan. There are eight pupils for whom English is an additional language (EAL), whose needs are supported within the classroom. The school identifies 25 pupils as being more able and 33 pupils who have a particular talent in sport, music, drama, art and design technology (DT), for whom the curriculum is adapted.

## 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. 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 does not meet all of the required 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 should take immediate action to remedy deficiencies as detailed below.**

### **PART 1 – Quality of education provided**

- 2.2 In the primary 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 2020 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 primary 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 The school ensures that good behaviour is promoted and 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 Suitable arrangements are made to safeguard and promote the welfare of pupils in areas such as making referrals to local agencies and listening to children. In these areas, actions taken pay due regard to current statutory guidance. However, not all required recruitment checks on adults who come into contact with children have been carried out promptly in line with *Keeping Children Safe in Education 2022*, in particular those relating to prohibition checks, employment history, references, the barred list and DBS criminal background checks. This represents a failure to safeguard pupils.
- 2.11 The standards relating to welfare, health and safety in paragraphs 9–16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but that in paragraph 7 [safeguarding] is not met.**

### **Action point 1**

**The school must ensure that prohibition checks are carried out for relevant staff before the commencement of employment [paragraph 7(a) and (b); EYFS 3.7 and 3.9].**

### Action point 2

The school must ensure that a check of employment history is carried out for all staff before the commencement of employment [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

### Action point 3

The school must ensure that at least two references are received for all staff before the commencement of employment [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

### Action point 4

The school must ensure that a check on the barred list is obtained for all staff before the commencement of employment [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

### Action point 5

The school must ensure that an enhanced criminal record certificate is obtained for all staff before or as soon as practicable after a person's appointment. In the case of a certificate not seen prior to appointment, that a suitable risk assessment is in place and reviewed regularly until the certificate is seen in school [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

### Action point 6

Governors must carry out an effective review of the school's recruitment processes, to ensure due regard is paid to statutory guidance on recruitment checks for members of staff [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

## PART 4 – Suitability of staff, supply staff, and proprietors

- 2.12 The school makes appropriate checks to ensure the suitability of staff and proprietors, and a register is kept as required.
- 2.13 The required recruitment checks have not been carried out on all staff prior to the start of employment; checks of medical fitness were not undertaken.
- 2.14 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 17, 20 and 21 are met, but that in paragraph 18 is not met.**

### Action point 7

The school must ensure that appropriate checks to confirm a member of staff's medical fitness are carried out for all staff before the commencement of employment [paragraph 18(3); EYFS 3.9].

## PART 5 – Premises of and accommodation at schools

- 2.15 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.
- 2.16 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

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

2.17 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.

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

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

2.19 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.

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

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

2.21 The proprietor has not ensured 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.

**2.22 The standard relating to leadership and management of the school [paragraph 34] is not met.**

### **Action point 8**

**The school must ensure that those with governance, leadership and management responsibilities, demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are met consistently, and that they actively promote the well-being of pupils [paragraph 34(1)(a), (b) and (c)].**



### 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 good.

- Pupils demonstrate strongly positive attitudes to learning, evident through the strength of their determination and their desire to succeed.
- Pupils of all ages possess highly developed communication skills, express their thoughts with clarity and listen to others with attentiveness.
- Pupils of all abilities display accomplished numeracy skills, but pupils' information and communication technology (ICT) skills are less well-developed.
- Pupils' learning skills are sometimes under-developed for their ages and abilities because they lack the stimulation in some lessons to develop independence of thought and advanced thinking skills.

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

- Pupils display a true sense of pride in the school, and great appreciation for being part of a close-knit, cohesive community.
- Pupils possess strong levels of spiritual understanding, manifest in how they show empathy for other faiths and in how they value nature and the world around them.
- Pupils' self-understanding is good across all ages; however, some pupils find it difficult to self-reflect and articulate what makes them resilient as individuals.
- Pupils take leadership in their learning and development seriously, but some pupils' decision-making skills are under-developed.

#### Recommendations

3.3 The school is advised to make the following improvements.

- Ensure all pupils' learning skills are highly developed by consistently providing appropriate levels of challenge, including independent learning activities, across all subjects.
- Enable all pupils to develop the decision-making skills they need to improve their own learning and performance and to contribute to school life.

## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Pupils of all ages are conscientious and demonstrate a genuine love of learning. In senior school, pupils make rapid progress in most subjects and attainment at both A level and GCSE is strong. Examination results from 2022 show that almost half of A-level results were graded A or A\*, and over half of GCSE entries achieved top grades nine to seven. Sixth-form pupils achieved highly in the Extended Project Qualification, with over two-thirds of grades at A or A\*. This level of attainment is above national results and mirrors the centre-assessed and teacher-assessed results in 2020 and 2021. Data analysed suggest almost all pupils attain grades at GCSE and A level in line with those expected for their ability. In the primary school, data show that pupils in Years 1 to 6 make good progress compared to those taking the same tests nationally. Children in the EYFS make rapid progress, and data show that on completion of the EYFS profile in 2022, all children reached a Good Level of Development (GLD). In responses to the pre-inspection questionnaire, the overwhelming majority of parents agree that teaching enables their child to make progress.
- 3.6 Pupils, including those with SEND, display well-developed subject skills across most areas of the curriculum. In the senior school, pupils' basic skills and understanding in most subjects are secure, although in some lessons pupils struggled to recall knowledge at an age-appropriate level. Pupils' written work in English in the senior school is of a high standard, supported by what is often excellent, constructive and helpful feedback. Such feedback is not consistent across subjects however, and work scrutiny shows that, in some subjects, pupils struggled to understand what the next steps in their learning should be. Primary pupils, including children within the EYFS, demonstrate strong levels of knowledge, skills and understanding in most areas with some elements of excellence shown by individual pupils. For example, in an English lesson in Years 1 and 2, pupils spell-checked their own work with ease by applying their extensive knowledge of the sounds that letters make. Pupils of all ages demonstrate high levels of agility, coordination and physical stamina in physical education. They use practical equipment with ease, for example, in science and design technology. Pupils possess strong linguistic skills and younger pupils, in particular, show great aptitude for the acquisition of language, in part due to the school's cultural diversity. Children in the EYFS exhibit excellent fine motor skills, for example, when mark making in shaving foam trays during messy play. Artwork on display across the school is of a high standard and attributes to pupils' artistic and creative talent. Many pupils are accomplished musicians, evident in the high-quality performances of pupil ensembles, school choirs and in concerts.
- 3.7 Pupils' communication skills are strong. Across the school, pupils of all abilities listen carefully, and most pupils express themselves with eloquence when answering questions, including those pupils with EAL. Younger pupils were observed reading with fluency and confidence. Pupils of all ages write with coherence, and with a high level of grammatical accuracy and creative flair. When opportunities are given to pupils to be contributors to the learning process, pupils rise to the challenge and display excellent oral and written communication skills. This was particularly evident in sixth-form lessons where the small groups allow for thoughtful questioning and for time to be given to process, listen and respond. For example, in a sixth-form psychology lesson, pupils worked together with focus and a high level of co-operation to create questions having been provided with the answers, when exploring facts about the behaviour of the brain in the field of biopsychology.
- 3.8 Across the school, pupils' numeracy skills are accomplished, and many primary pupils display excellent numeracy skills. For example, in a mathematics lesson in Year 3, pupils partitioned four-digit numbers into thousands, hundreds, tens and units, with ease and accuracy when using whole-part reasoning and flexible partitioning to break numbers into smaller units. The most able senior school pupils apply their higher-level mathematical understanding with aplomb across a range of subjects. For example, in a Year 13 physics lesson, pupils explained in great depth and with accuracy how a formula works when applying vector geometry techniques to solve a complex physics problem. Senior school pupils commented on how close cooperation between teachers in different departments ensures that they

have the requisite mathematical skills, in for example science and geography, to make progress in their learning.

- 3.9 Senior school pupils' ICT skills are good. They are competent users of personal devices and access electronic resources with confidence to support their learning. They were able to reflect with maturity on how their subject understanding is often enhanced when teaching builds in the use of helpful ICT resources. In the primary school, pupils' ICT skills are sound, and often under-developed. Whilst younger pupils use ICT well for research purposes, they have a restricted skill base when asked to apply their ICT knowledge and skills within activities.
- 3.10 Pupils across the school demonstrate strong study skills when offered appropriate opportunities. Pupils are able to work independently and successfully undertake independent research in, for example, scientific topics, and in personal art projects as part of a given theme in the annual house art competition. Many pupils in the primary school, including children in the EYFS, demonstrate excellent thinking skills, often asking questions to challenge their own understanding of concepts. For example, in a Year 1 and 2 *show and tell* session, pupils freely engaged in a conversation discussing the differences between a pony and a donkey, comparing and contrasting differences and similarities in the animals' appearances and characteristics. However, in the senior school and in some primary years, pupils were not always able to apply advanced thinking skills as readily, which resulted in the progress in lessons of more able pupils being limited. Teaching on occasions, was seen to restrict pupils' creativity and pupils then disengaged from activities due to a lack of stimulation. Observations across the school show that learning can be passive and one-directional when teaching does not consistently offer the pace and challenge needed for pupils to develop independence of thought and higher-order learning skills. In questionnaire responses, a very small minority of pupils commented that lessons are not always interesting. In interviews, pupils said that, although teachers know their subjects well, lessons do not always engage them fully, and inspectors found this to be true in some subjects.
- 3.11 Pupils' extra-curricular achievements are varied and accomplished. Pupils participate successfully in local technology and engineering competitions and are exposed to a rich variety of creative arts activities through drama, music and art. Pupils of all ages spoke excitedly of the many extra-curricular activities on offer, and senior pupils were particularly proud of their recent success in a national go-kart competition. The leadership of the school empowers staff to develop opportunities for extra-curricular enrichment that energise and stimulate pupils of all ages. Both primary and senior pupils achieve highly in a range of academic disciplines including the UK Maths Challenge, LAMDA and ABRSM examinations. Senior school pupils regularly achieve success in, for example, the IET Faraday Challenge, the science Olympiads, the Inspiring Digital Enterprise Award, and The Duke Edinburgh's Award scheme. Pupils are successful in a range of sports at national and international level, including hockey, rugby, cricket and golf. Pupils' personal ambitions and talents are nurtured and supported by the school through a bespoke approach to timetabling. The school fulfils its aim of providing education which enables pupils to flourish individually.
- 3.12 Pupils' attitudes towards learning are strong, and often excellent. Throughout the school, pupils' exercise books are neat and well organised, and pupils take great pride in their written work. In most lessons, pupils are well focused and demonstrate high levels of concentration. Pupils of all abilities show great perseverance and a desire to succeed. For example, in a Year 6 handwriting lesson, pupils focused intently, blocking out all possible distractions, when challenged to write words without lifting their pen off the page, using only joining letters. Pupils grasp opportunities to demonstrate initiative and develop new skills. For example, senior school pupils in a games lesson, chose their activities with excitement and embraced the opportunity to take the lead in activities such as badminton, in which pupils self-regulated, rotated players seamlessly, and readily took on the task of umpiring. Primary pupils demonstrate a positive and enthusiastic approach to all tasks, for example, in an outdoor lesson in Year 5, pupils worked collaboratively in the woodland learning environment when building a den for their role-play business.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is good.
- 3.14 Pupils of all ages possess high levels of self-esteem and are happy in themselves. Most pupils, including children in the EYFS, display an air of quiet self-confidence and are aware of their own strengths. Primary pupils exhibit high levels of self-knowledge. For example, in a Year 3 and 4 reading lesson, pupils, when asked why they had chosen a particular book, reflected on the fact that they read books on topics that interest them, or because they like a particular author's style of writing. Senior school pupils' self-knowledge is less well-developed, in some cases. In interviews, some older pupils found it difficult to self-reflect and express how they show resilience or demonstrate self-discipline. However, staff described instances of pupils being resilient saying pupils bounce back quickly in the face of defeat in sports fixtures and show determination to try again when confronted by a difficult task, for example, in mathematics. Year 7 pupils said they were not averse to taking risks when confronted with challenging physical activities such as abseiling on an outdoor adventure trip. Pupils understand that being content with who you are as a person is important for personal well-being. For example, in a Year 9 personal, social, health and economic education lesson, pupils demonstrated a widely held view that happiness is the most important attribute for which to strive, when discussing the altering of digital images within advertisements.
- 3.15 Year 13 pupils spoke of being aware of the importance of doing in-depth research ahead of applying for higher education courses in order to help them make more informed career decisions. Senior pupils, including those with SEND, explained how studying hard in school will determine how successful they will be in their future lives. Pupils spoke of how the choices they make as to what they post on social media whilst at school, could affect their future employment. Primary pupils understand that the choices they make about using their free time and which clubs they participate in, help them to develop new interests and skills. Inspectors found, however, that in the classroom pupils are not always empowered to make decisions about their learning and well-being. When given the opportunity to do so, pupils relish making decisions that impact on the school community. For example, Year 7 pupils explained that when they were in the primary school, they were influential in having a box of outdoor games made available for pupils to play with at break times and they hoped to do the same in the senior school. Older pupils do not always feel empowered, however, to make decisions that impact the wider school community, and spoke of the senior school council not always having a strong enough voice, and of how they would like to change this.
- 3.16 Pupils' spiritual understanding is excellent. Pupils understand the school's religious ethos and many older pupils have a deep appreciation of the benefits that brings. Senior pupils recall discussions in religious education lessons about different faiths and how this enables them to understand what makes people different but special. Pupils of all ages appreciate the beauty and tranquillity of the school site and how it enriches their experience. Younger pupils, whilst enjoying the outdoors at break time, reflected on how the vast, open, green space in which they play, and the nature around them, helps them relax in-between lessons and strengthens their positive mental health. Pupils of all ages spoke of the enjoyment that music and playing a musical instrument brings to them, and of how sport helps to relieve stress. Senior pupils are extremely proud of the air of positivity and spirituality that runs throughout the school, and they show an awareness of how school nurtures their creativity and their wider appreciation of life.
- 3.17 Pupils of all ages demonstrate a true sense of fairness and can clearly distinguish between right and wrong. Pupils are keen to ensure that the standards of behaviour within the school community replicate this idea of fairness and appreciate the systems of rewards and sanctions that are in place. In primary school, pupils willingly challenge inappropriate behaviour amongst their peers and are able to resolve playground issues for themselves, in accordance with their own pre-agreed rules. Senior pupils also demonstrate an ability to self-regulate their behaviour with older pupils aware that they need to be positive role models for younger pupils. Pupils recognise the positive impact that the

school's leadership has had on this aspect of school life with the recent review of the behaviour policy, and pupils value the part that they were asked to play in that process.

- 3.18 Pupils of all ages demonstrate high levels of social awareness. They appreciate the school's close-knit community and readily reflect on the many social benefits that being in a small community brings. In particular, pupils grasp any opportunity to work in collaboration with younger pupils; for example, when participating in house activities such as music, art and drama, and running charity fundraising events. In a discussion with Year 7 pupils, in which they reflected with maturity on what they had learnt about working with others in a year group team building session, the pupils stated that in order to successfully complete a task as a group, the most important thing was to listen to one another. In lessons, pupils across the school, including children in the EYFS, work effectively with their peers when given the chance to do so.
- 3.19 Pupils across the school play an active role in contributing to the wider school community. Senior school pupils spoke with excitement of volunteering in primary school and of how much they enjoy working with younger pupils. For example, pupils run training sessions in rugby and cricket, enabling them to inspire young minds and share their love of sport. Sixth-form prefects commit to working with younger pupils and primary school prefects take on playground duties with purpose and pride. Pupils relish the opportunities to volunteer in the wider community, for example, with St John's Ambulance or as part of The Duke of Edinburgh's Award scheme and spoke with enthusiasm of helping in local charity shops, and with the local food bank. Pupils across the school, including children in the EYFS, make excellent contributions to local, national and international charitable projects such as the Tanzania Trust, Children in Need and, more recently, charities supporting Ukraine.
- 3.20 Pupils have a good appreciation for the nature and diversity of their school community. Pupils readily celebrate the individuality of their peers and embrace the many benefits that being part of a diverse community brings. For example, senior pupils spoke enthusiastically of how participating in Sikh dancing and drumming within a pupil-led assembly, helped them to appreciate how important music and dance are as a way of celebrating the Sikh faith. Primary pupils willingly share their religious and cultural experiences with their peers, and their peers respond with openness and respect. Many pupils regard diversity as normal and recognise inclusion and diversity as being embedded within the culture of the school. This manifests itself in pupils feeling a shared sense of purpose, in part due to the strength that comes from being a small community, and in the encouragement given to pupils by staff who know their pupils individually. Supported by leadership and governance, this epitomises the school's ethos and values. Pupils spoke of a sense of belonging that exists in school, and of how the school is simply one big family and a happy place to be.
- 3.21 Pupils of all ages spoke with clear understanding of how to stay safe and keep both physically and mentally healthy. Younger pupils were excited by what they had learnt about road safety when participating in a *Bikeability* course in Year 5. Senior school pupils spoke of the need to choose healthy food options on a daily basis in order to maintain long-term health, and of how daily exercise is required to maintain fitness into adult life. Pupils demonstrate good knowledge of how to seek help and support from a trusted adult if they have a safeguarding concern or are feeling unwell. Pupils across the school show a strong awareness of how to stay safe online and spoke of knowing how to access support through, for example, the NSPCC or Childline should they need to do so. Whilst a very small minority of pupils in questionnaire responses commented that they could not speak to an adult if they were worried about something, most pupils spoke with knowledge and understanding of the many support systems in place should they have a problem. Pupils said they could talk to their class teacher or head of year, seek support from a sixth-form well-being prefect, or access the school counselling service. The overwhelming majority of parents agreed in questionnaire responses that the school safeguards their child effectively.

## 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 assemblies. 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

Ms Adrienne Richmond	Reporting inspector
Mr Andrew Murphy	Compliance team inspector (Senior deputy head, GSA/HMC school)
Mrs Sarah Fisher	Team inspector (Head, IAPS/ISA school)
Mr Andrew Ireson	Team inspector (Former head of department, HMC school)