



**ISI** Independent  
Schools  
Inspectorate

**Regulatory Compliance and Educational Quality Inspection Report**

**Channing School**

**June 2022**

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## School's Details

<b>School</b>	Channing School			
<b>DfE number</b>	309/6000			
<b>Registered charity number</b>	312766			
<b>Address</b>	Channing School The Bank Highgate London N6 5HF			
<b>Telephone number</b>	020 83402328			
<b>Email address</b>	info@channing.co.uk			
<b>Headmistress</b>	Mrs Lindsey Hughes			
<b>Chair of governors</b>	Mrs Cindy Leslie			
<b>Age range</b>	4 to 18			
<b>Number of pupils on roll</b>	995			
	<b>EYFS</b>	49	<b>Juniors</b>	286
	<b>Seniors</b>	530	<b>Sixth Form</b>	130
<b>Inspection dates</b>	14 to 17 June 2022			

## 1. Background Information

### About the school

- 1.1 Channing School is an independent school for female pupils. It was established in 1885, in accordance with the Unitarian ideals of its founders. The school is a registered charity, overseen by a governing body which includes Unitarian members. It educates pupils on two sites on either side of Highgate Hill, North London. The school comprises a junior school, which includes the Early Years Foundation Stage (EYFS), a senior school and the sixth form.
- 1.2 Since the previous inspection the school has developed the junior school site with new facilities. The current headmistress has been in post since September 2020.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### What the school seeks to do

- 1.4 The school aims to inspire pupils to develop scholarship, integrity, altruism, independence and an understanding of all faiths as well as individual and social responsibility. It seeks to enable pupils to enjoy success, by their own definition and without undue pressure. The 'Channing Promise', developed by the pupils, emphasises the characteristics of respect, kindness and tolerance throughout the school community.

### About the pupils

- 1.5 Most pupils live within a three-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils in the junior and senior school is above average compared to those taking the same tests nationally. The school has identified 184 pupils with special educational needs and/or disabilities (SEND), which include dyslexia, attention deficit hyperactivity disorder (ADHD), autistic spectrum condition (ASC) and physical conditions. Of these, 166 pupils receive additional support. Two pupils have an educational, health and care (EHC) plan. English is an additional language (EAL) for 99 pupils, four of whom receive additional support for their English. Pupils identified as being the most able in the school population have the curriculum modified for them.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. 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.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

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

- 2.2 In the junior school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school the school's GCSE and A-level results in the years 2019 to 2021 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

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

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

## **PART 5 – Premises of and accommodation at schools**

2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

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

2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

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

2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

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

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

2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the 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 of all abilities acquire outstanding levels of numeracy and confidently use their excellent mathematical knowledge, skills and understanding across the curriculum.
- Pupils are enthusiastic learners who develop highly effective study skills, enabling them to make fast progress from their starting points in all subjects.
- Pupils are effective and eloquent speakers and demonstrate excellent communication skills.
- Pupils develop high levels of competence in information and communication technology (ICT) and employ these skills very well in all areas of learning.

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

- Pupils develop high levels of self-confidence and self-understanding and are mutually supportive of each other.
- Pupils are extremely socially aware. They willingly contribute to the school and wider community.
- Pupils are confident decision makers who make informed choices to inform the quality of their achievements and future.
- Pupils are highly aware of how to keep fit and healthy and that talking about concerns can support mental health. However, some pupils lack confidence to communicate concerns at school.

#### Recommendation

3.3 The school should make the following improvement:

- Enable pupils to feel confident to communicate any concerns at school.

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

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

3.5 Pupils of all abilities achieve high academic standards. They make fast progress over time from their individual starting points, reflecting the school's successful aim to inspire pupils to develop scholarship and enjoy success. The youngest pupils make rapid progress, enabled by a nurturing environment and most achieve the expected learning outcomes by the end of Reception. The large majority of junior school and younger senior school pupils attain results in standardised assessments for English and mathematics that are above average compared to pupils taking the same tests nationally. The



strengths and weaknesses of pupils are recognised in detailed analysis of assessments by senior leaders, enabling those who are having academic difficulties to be effectively supported and those who are more able to be challenged further. Junior school pupils are successful in transferring to the senior school, some with scholarships and those who apply elsewhere are also successful. Pupils' attainment at GCSE and A-level was consistently well above national average during the years 2018 to 2019, with a majority achieving the top grades. Results in centre-assessed grades in 2020 and teacher-assessed grades in 2021 were similar. Pupils with SEND or EAL achieve results in line with those of their peers, benefitting from the expertise of learning support staff. Pupils gain entrance to highly selective universities in the UK or the USA to study a wide range of subjects. The very large majority of parents who responded to the pre-inspection questionnaire agreed that teaching enables pupils to make progress and that the school meets their individual needs effectively.

- 3.6 The development of pupils' knowledge, skills and understanding is excellent, underpinned by the school's commitment to offering an education of breadth. In the EYFS, pupils establish firm foundations to their learning through a range of engaging and purposeful activities. They progress quickly in acquiring early literacy and numeracy skills. In later years, pupils become proficient linguists in ancient and modern languages, as seen in a Year 12 French lesson, conducted largely in French, where pupils confidently demonstrated high levels of comprehension and linguistic ability. Pupils employ key vocabulary with accuracy and perception in science, technology and humanities, as seen in Year 5 pupils' work on experimental data collection on thermal conductors and solubility. Many pupils show outstanding levels of musicianship, as heard in distinguished instrumental ensemble and choral performances. In a music lesson, Year 7 pupils performed their compositions confidently, using a range of techniques to provide interest. Pupils acquire excellent skills in art and design and technology. Their highly creative talents are evident in displays around the school.
- 3.7 Pupils show excellent communication skills, which they confidently apply in their learning. They are extremely articulate speakers and express themselves clearly, delivering captivating and eloquent presentations, as seen in the assembly on microaggressions led by Year 10 pupils. They contribute confidently in lessons as they express their thinking. For example, Year 7 pupils eloquently discussed Sikh beliefs in a religious education (RE) lesson. The youngest pupils listen carefully to each other, taking turns to speak and progress quickly in using phonics, quickly becoming confident readers and authors. Their use of sophisticated vocabulary is extensive and subject specific vocabulary is used accurately in a range of subject contexts. Pupils of all ages write with creative flair, supported by praise and constructive feedback from teachers. Pupils in Year 3 were seen enthusiastically using adjectives to enrich description of their story setting and Year 5 pupils wrote atmospheric war poetry in the style of C S Heldak. Pupils apply an increasing range of literary devices to their writing, independently producing imaginative and interesting pieces of extended work. A high degree of understanding of the nuances of the English language was shown by Year 10 pupils as they made excellent links about literary techniques and terms.
- 3.8 Pupils make highly competent use of ICT, employing a range of programmes to enhance and extend their learning in all curriculum areas and benefitting from the governors' investment in resources. From an early age, pupils use technology to discover new information and independently create presentations and movies. Pupils become adept at using technology, employing portable electronic devices and using a wide range of programmes with ease. In a Year 7 geography lesson, pupils employed technology to work on sustainability projects, some skilfully using a program to plan an eco-efficient office building with combined solar panels and green spaces. Pupils transfer between classroom resources and online platforms with ease, demonstrating advanced ICT skills. They become confident in understanding the importance of respectful online communication.
- 3.9 Pupils' numeracy skills are extremely strong and are successfully applied to other areas of learning. From the earliest years, pupils develop a secure depth of mathematical knowledge and skills, supported by inspiring teaching. They assuredly rise to the challenges of problem-solving tasks. In discussions with inspectors, pupils enthused about mathematics and described it as a subject that

stimulates their imagination. Pupils in Year 5 confidently manipulated decimal numbers as they divided them by tens, hundreds and thousands. Similarly, Year 4 pupils applied basic number skills to excellent effect when calculating the area and perimeter of compound shapes. Pupils are confident when answering questions, as well as being self-assured when explaining their mathematical thinking to their peers. By the top of the school, pupils instinctively draw upon and apply an array of methods and reasoning skills to solve advanced mathematical problems in a range of subjects. For example, pupils in a Year 12 economics lesson interpreted with great accuracy gradients of lines and curves as well as areas of graphs relating to market structures.

- 3.10 Pupils develop highly effective study skills and apply them instinctively to their learning from the earliest years, supported by well-planned lessons and the encouragement to think for themselves. The school successfully meets its ambition to empower pupils to become independent thinkers and fearless learners. Pupils confidently use higher order thinking skills as they analyse and hypothesise within a range of lessons, frequently challenged to think beyond the obvious. Pupils in Year 7 enthused about having been asked to consider, in a philosophy lesson, if a clock is still a clock if it doesn't have any hands. They relish opportunities to discuss this and similar questions. Pupils focus well in their lessons, showing initiative as they enthusiastically approach challenges. The youngest pupils begin to analyse data in simple terms as they develop understanding of the world around them. Pupils successfully evaluate, adjust, critically analyse and evaluate projects and prototypes. For example, Year 5 pupils create structural engineering bridges in design and technology lessons and Year 6 pupils choose their own historical enquiry project. The oldest pupils employ highly mature study skills as they undertake an extended project qualification. Pupils show resilience when they find things tricky, originality and reflectiveness in their thinking, and appreciate that collaboration with others can enrich knowledge and understanding.
- 3.11 Pupils show extremely positive attitudes towards their studies and high levels of motivation, successfully using a range of resources to inform and enhance their achievement. They demonstrate excellent initiative in their learning, successfully working both independently and in groups. From the earliest years, their willingness to collaborate is evident in every area of school life and they appreciate the value of working together. In their Classics Society, Year 10 pupils collaborated successfully to create an informative presentation on Hercules. Pupils take leadership in their learning by posing questions and persevering, understanding at an early age that mistakes provide opportunities to improve. Pupils are conscientious and attentive in all areas of school life, responding willingly to the high expectations of their teachers and school leaders. In their questionnaire responses, most pupils agreed that lessons are interesting and their teachers' marking helps them to improve.
- 3.12 Pupils' achievement in a wide range of activities is excellent. They respond positively to the commitment of their teachers and encouragement by the school leaders to enjoy success without undue pressure. Teams are successful in inter-school and regional fixtures in a variety of sports, notably netball and swimming. A few pupils are selected for national and local pathways in netball and football and some represent their county in cricket or athletics. Many pupils throughout the school learn a musical instrument, achieving high levels of proficiency, and some play in national orchestras. Those who work towards graded music and LAMDA examinations achieve excellent results, many at the highest level. Pupils are very successful in national competitions and challenges, notably in mathematics, modern foreign languages, technology and science. Most parents who responded to the questionnaire agreed that the school provides a suitable range of extra-curricular activities.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils develop high levels of self-understanding and self-confidence within an environment that fosters kindness and respect. From the earliest years, pupils are at ease with themselves. They persevere, recognising that errors are to be learned from and talk excitedly about what they want to

achieve. Pupils know and understand themselves well, benefitting from opportunities for reflection and time to review their work. Younger pupils show mature levels of self-confidence in their various activities, expressing their thoughts and interests clearly. For example, in a history lesson, Year 8 pupils displayed excellent resilience and self-confidence in a philosophical debate about the Suffragists. In a personal, social, health and economic education (PSHE) lesson, Year 10 pupils demonstrated great maturity when reflecting on how to remain positive when things do not go to plan. They conveyed an understanding that it is important to experience some disappointment or failure in order to improve in the long-term. Pupils understand how to improve their work through effective self-reflection in response to the constructive feedback received. They readily accept increasing responsibility for their learning, recognising that as they get older more is expected, and they feel confident to move on to the next stage of their lives. In their questionnaire responses, most junior school pupils indicated that they feel prepared for senior school and most parents agreed.

- 3.15 Pupils are confident decision makers who know how to make informed choices that will determine the quality and level of their achievements. Their decision-making abilities are supported by senior leaders' focus on developing fearless learners. Pupils understand that by deciding to persevere they will achieve their best and by behaving well they will enjoy school. In Reception, children assuredly decided which resources to use and which activities to choose outdoors. Those in Year 1 confidently decided how to carry out their hands-on activities in a natural wooded environment. Pupils consider carefully who to elect for school committees such as the school councils, realising that their choice will affect how they are represented. Older pupils make well-considered choices of challenges, project work and which of the many extra-curricular activities to pursue. As they approach the top of the senior school pupils recognise the importance of making informed decisions relating to their future, as well as achievements, and do so confidently. They discuss the options for subject choices, further education and careers thoughtfully with their teachers and listen to the range of advice available, including the experiences of older pupils. The very large majority of pupils and parents in the senior school who responded agreed that helpful advice about subject choices and careers is provided.
- 3.16 Pupils develop excellent levels of spiritual understanding, supported by the school's effective encouragement of spiritual, moral, social and cultural development. They show appreciation of the non-material aspects of life, describing them as things that make you feel happy but are not paid for. Pupils say that they are inspired by and value the calm ambience and beauty of their school environment and appreciate the views over the city. They enjoy their outdoor spaces and opportunities to sit and reflect. The youngest pupils delight in being outside and excitedly express wonder at what they discover in the woodland area. Pupils in Year 3 were happy and relaxed as they enthusiastically sang *Land of the Silver Birch* together, while others spoke of how uplifting the school musical and dramatic performances are. Pupils develop strong awareness of religious spirituality for their age. Pupils in Year 4 wrote thoughtful reflections about how they view and show respect for God. Art work on the Eucharist by Year 10 pupils showed a high level of understanding of the importance of liturgical worship to the Christian faith. In a history lesson on the Ottoman Empire, Year 7 pupils showed mature spiritual awareness as they sensitively discussed the tenets of Islam.
- 3.17 The pupils' evident respect and kindness to others, regardless of their background or role, is encouraged by the school's Unitarian values of acceptance and inclusivity and its aim for pupils to understand and accept all faiths. Pupils accept others for who they are, respect diversity and appreciate the richness different cultures and traditions bring. The friendly ethos of the school and positive relationships between everyone supports this. Pupils show great interest in the beliefs and traditions celebrated by others. Pupils of all ages work with knowledge, interest and empathy and feel comfortable in expressing their own faith in a supportive classroom atmosphere, as seen in RE lessons. In their responses to the questionnaire, almost all parents agreed that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.18 Pupils show mature moral understanding, confidence in the difference between right and wrong and accept responsibility for their own behaviour. In an English lesson, Year 8 pupils showed an excellent

understanding of morality as they categorised characters in George Orwell's *Animal Farm* according to their moral behaviour. Throughout the school, pupils respect the high expectation of behaviour. In their responses, most pupils agreed that others are kind and respectful. All pupils are confident and polite when meeting new people, and show excellent manners. Discussions with staff and pupils and scrutiny of records show that when issues arise, they are fairly and sensitively managed, helping pupils to learn from the consequences of their actions. The vast majority of pupils and parents agree that the school takes any incidents of bullying seriously and deals with them effectively. Pupils understand and respect that the clear range of rewards and sanctions are there to encourage them and most believe they are awarded fairly. Pupils described the pupil body as being extremely friendly and supportive.

- 3.19 Pupils' social skills are highly developed, actively encouraged by the openness of the school's culture. They work intuitively together in groups, teams and ensembles towards common goals. From their first days in the school, pupils form mutually supportive and respectful friendships. Older pupils become effective buddies to younger ones and friendships are established across year groups. Pupils show excellent collaborative skills and work extremely well together. They evaluate each other's performances with sensitivity, as seen in a Year 5 English lesson where pupils worked together respectfully to improve their poems. In a Year 7 English lesson pupils appraised each other's director's notes on *A Midsummer Night's Dream* and sympathetically discussed how improvements could be made. In conversations with Year 9 pupils, they demonstrated a deep understanding of the purpose of The Duke of Edinburgh's Award Scheme and how it had helped them work together as a team and solve problems. A very large majority of parents agreed that the school helps their child to develop strong teamwork and social skills.
- 3.20 From the earliest years, pupils recognise the value of a balanced lifestyle and are very aware of how to keep healthy and safe both physically and mentally, including when online. In discussions, pupils showed that they are very aware of the benefits and enjoyment to be gained from the range of physical activities available to them and young pupils spoke of how they enjoy running round outside. In discussions, pupils of all ages confirmed their understanding of a nutritious diet and appreciation of the healthy food available to them. They realise the benefits of talking if they have concerns or anxieties. In their questionnaire responses, most pupils agreed that they can speak to an adult at school if they are worried about something. However, some pupils who spoke to the inspectors indicated that not all pupils feel confident to communicate concerns while at school. The very large majority of parents and pupils agreed that the school encourages the adoption of a healthy lifestyle.
- 3.21 The way in which pupils contribute willingly to the school and wider community is outstanding. They are socially aware and keen to support those less fortunate than themselves, reflecting the school's successful fulfilment of its aim to inspire altruism as well as individual and social responsibility. From the start, outreach is embedded into school life and pupils are involved in a variety of local and national initiatives and events and fundraising events for charities is a feature of every school house. Senior pupils participate in community service placements and some choose to volunteer as part of the DofE scheme or undertake extra volunteering of their own volition. Members of Year 9 and the sixth form help with reading at local primary schools.
- 3.22 Throughout the school, pupils aspire to leadership roles to support their community, working together to have positive impact on the whole school. They show commitment and responsibility in roles such as form and house captains, sport and sustainability leaders, members of the school councils and head pupils. Older pupils demonstrate a mature sense of responsibility and initiative and act as positive role models for others. They rise to their roles as diversity, sustainability and charity officers, mentors, and eco, digital and charity representatives. Sixth form pupils involve themselves across the school leading assemblies, clubs and societies as well as mentoring younger pupils.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and 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

Mrs Penelope Austin	Reporting inspector
Mrs Gwen Caddock	Accompanying Inspector
Ms Adrienne Richmond	Compliance team inspector (Former head, GSA school)
Mr Nick Brown	Team inspector (Deputy head, HMC and SofH school)
Mrs Sylvia Chetwood	Team inspector (Former deputy head, IAPS school)
Mr Steven Head	Team Inspector (Head of boarding, HMC school)
Mrs Clare Macro	Team inspector (Head, GSA school)