



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

More House School

November 2019



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School's Details

School	More House School			
DfE number	207/6202			
Registered charity number	312737			
Address	More House School 22-24 Pont Street Chelsea London SW1X 0AA			
Telephone number	020 7235 2855			
Email address	office@morehouse.org.uk			
Co-Heads	Mrs Amanda Leach Mr Michael Keeley			
Chair of governors	Mr James Fyfe			
Age range	11 to 18			
Number of pupils on roll	204			
	Seniors	162	Sixth Form	42
Inspection dates	26 to 28 November 2019			

1. Background Information

About the school

- 1.1 More House, founded in 1952 by the Canonesses of St Augustine, is a day school for female pupils aged between 11 and 18 years. Its ethos is based on the traditions of the Roman Catholic church and it welcomes pupils of all faiths or none. It moved to its present premises in Knightsbridge in 1971, at which point governance became the responsibility of the trustees of the More House Trust. Since 2017, responsibility for headship has been shared by the two co-heads.

What the school seeks to do

- 1.2 The school seeks to create an environment in which all pupils are valued and supported, with their rights and dignity respected. It aims to foster commitment, integrity, humility and gentleness. It sets out to develop the spiritual, academic and cultural potential of pupils, to encourage intellectual curiosity, pride in achievements, integrity and sensitivity to the rights and needs of others.

About the pupils

- 1.3 The majority of pupils come from professional families living in the south west of London and the multi-cultural composition of the school reflects that of the capital. The majority of the 45 pupils who speak English as an additional language (EAL) are fluent in English; two of these pupils receive additional support for their spoken English.
- 1.4 Nationally standardised data provided by the school indicates that the ability of pupils across the school is broadly average. The school has identified 72 pupils with special educational needs or disabilities (SEND) such as dyslexia or dyspraxia, of whom 46 receive additional support from the school. There are two pupils who have education, health and care (EHC) plans. The school provides an extension programme open to all pupils but specifically aimed at those who are identified as more able.

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. 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](#).

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 associated requirements, and should take immediate action to remedy deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2016 to 2018, performance has been above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2016 to 2018 have been in line with the national average for sixth formers in 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 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 school does not have due regard for current statutory guidance and arrangements to safeguard and promote the welfare of pupils because it has not always carried out checks of prohibition from teaching for those engaged in teaching activities; nor has it carried out checks of prohibition from management for newly appointed personnel with leadership and management responsibilities.
- 2.10 **The standards relating to welfare, health and safety in paragraphs 9 to 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 but those in paragraphs 7(a) and (b), safeguarding, are not met.**

Action point 1

- **the school must ensure that all recruitment checks required by current statutory guidance are completed for all staff before they begin work at the school, specifically prohibition from teaching and management checks as appropriate [paragraph 7(a) and (b)]**

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

2.11 A suitable register of staff appointments is kept as required. The school has not undertaken all required recruitment checks in a timely manner before some staff begin work at the school, specifically the required checks of identity, right to work in the UK, qualification and medical fitness.

2.12 **The standards relating to the suitability of those in contact with pupils at the school in paragraphs 17, 19 to 21 are met but those in paragraph 18(3) are not met.**

Action point 2

- **the school must ensure that all required checks of identity, right to work in the UK, qualifications and medical fitness are completed before an individual starts work at the school [paragraph 18(3)]**

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 variously 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 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. Safeguarding and safer recruitment procedures are not correctly implemented in line with current statutory guidance.

2.20 The standard relating to leadership and management of the school in paragraph 34 is not met.

Action point 3

- the school must ensure that leadership and management acquire good skills and knowledge to fulfil their responsibilities effectively, so that the standards are consistently met and pupils' well-being is actively promoted [paragraphs 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.

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.

Key findings

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

- Pupils are confident, articulate speakers with strong communication skills.
- Those pupils with specific learning needs or other difficulties make good progress and achieve in line with their peers thanks to sensitive and well directed support from the school.
- Pupils have limited understanding of how to improve their written work because marking does not consistently provide sufficiently targeted advice.
- Pupils' progress in some lessons is hampered by teaching which does not challenge or encourage higher order skills and limits opportunities for productive discussion.

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

- Pupils develop considerable self-confidence, self-esteem and the ability to think about the impact on their futures of the decisions they make.
- Pupils' belief in the importance of respect, tolerance and kindness is strongly evident in their behaviour and relationships, reflecting the school's stated values.
- Pupils demonstrate an outstanding commitment to contributing to their school, to local communities and to the wider world.
- Pupils have an excellent understanding of a spiritual dimension of life, nurtured by the school's strong ethos.

Recommendations

3.3 The school is advised to make the following improvements:

- Ensure that pupils develop strong study skills and academic independence by implementing and monitoring the effectiveness of the teaching and learning strategies already identified.
- Ensure that all pupils realise their potential by raising levels of expectations and challenge in all lessons.
- Strengthen pupils' confidence and levels of achievement in their written work by consistently good marking which identifies clear targets for improvement.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is sound.
- 3.5 Pupils are reassured that they are making progress in grasping core knowledge by regular and repeated assessment tests, in line with the school's aim to support pupils and encourage pride in achievement. All pupils make at least sound progress over time, in line with their ability. Progress of pupils with identified special educational needs and/or disabilities (SEND) is in line with that of their peers, as seen in the school's data, examination results and observed in lessons. They are supported by the sensitive, well-directed guidance provided by the SEND department, which is shared with teachers. More able pupils make appropriate, sometimes good, progress over time, with some being entered for GCSE examinations in mathematics or a modern language early. These pupils say that they find the extension activities provided through the More's Household programme very beneficial in extending their learning. Encouraging scholars' ability to develop their specific abilities or talents is recognised as important and governors have recently decided to focus scholarship awards on specific activities or projects to support these.
- 3.6 Pupils' attainment is assessed against the national cohort and the following analysis uses data for the years 2016 to 2018; these are the most recent years for which comparative data is available. Results in GCSE have been above the national average for pupils of similar ability in maintained schools and A-level results in line with the national average. In 2019, results were slightly improved. The pass rate at GCSE was 95%, with just under a third of results reaching top levels. All A-level pupils achieved a pass grade; grades A or B were awarded to 41% of entries.
- 3.7 Pupils are confident, articulate communicators, whose willingness to speak in front of their peers or a larger audience is nurtured by the school's highly supportive atmosphere. They can express their opinions well and explain their thinking, as seen in a house assembly in which they decided which election manifesto promises they thought to be of prime importance. They can write at length when asked to do so, rather than being asked to complete gaps in worksheets, which is a frequent practice. Senior leadership has identified numeracy as a weaker area. The evidence of pupils' work seen and of conversation with pupils, supports the senior leadership's view. There are, however, some very able mathematicians who are achieving highly, and senior leaders are developing a whole school numeracy strategy to support others. Overall, pupils can apply their numeracy skills appropriately in other subjects when required to do so, for example creating bar charts in geography. Pupils are warmly appreciative of the extra time and help their teachers, and the special needs department generously provide in this area and others. Pupils use ICT confidently, for example to prepare presentations on a topic.
- 3.8 Questionnaire responses confirm that most parents and pupils are satisfied with the broad range of subjects available to them. Sixth form pupils for whom university may not be appropriate say that they have widened their thinking about suitable careers and learnt new skills in the 'Life Skills' programme, recently introduced by senior leaders to better meet their needs. Pupils' cultural awareness and intellectual curiosity about subjects such as religious education, art history and geography, are suitably developed in line with the school's aims by a lively programme of visiting speakers and trips. Pupils' good creative development is evident in their art work, the numerous choirs and drama productions, and their imaginative responses when presenting assemblies on the religious symbolism of their house colour. They show appropriate skills when acquiring and applying scientific knowledge; younger pupils were fascinated as they learnt how individual cells combine to form organs. In a discussion on scientific versus religious views of creation, sixth form pupils showed great confidence in discussing theories proposed by physicists. Pupils swiftly learn new skills in the sports and PE lessons, resulting in successful sports teams.

- 3.9 Pupils demonstrate appropriate study skills and listen attentively in class. They can use information from other sources appropriately, analysing and hypothesising from these. For example, in history, sixth form pupils thoughtfully analysed different sources related to the Tudor poor laws, and in psychology discussed case studies to propose theories on the nature of evil. An innate willingness to think and research for themselves was clear in the enrichment lessons for younger pupils. The satisfaction they gain from the challenge of exploring their chosen topics, such as the development of British sign language or astrology, was evident in discussion. In other lessons, however, younger pupils show limited initiative beyond that directed by teaching and their questioning is limited in scope. Pupils' ability to develop higher-order study skills is too often being restricted by closed questioning, simplified tasks and excessive teacher domination, so that their potential is not fully realised.
- 3.10 In questionnaire responses and in discussion, a number of pupils said that they do not find the marking of their written work helps them to improve. Inspection evidence supports their views for marking below the sixth form. The inconsistency in marking standards identified in the previous full inspection continues below the sixth form. Pupils say they are left uncertain about how to improve because there is frequent reliance on peer marking with no teacher comment to give further guidance and no indication of the usefulness of the notes pupils have made for themselves.
- 3.11 Pupils participate enthusiastically in the numerous clubs and activities provided in school and reach good standards in these, notably in sport. Pupils are proud of the academic and extra-curricular success they achieve within the school, a pride which reflects one of the school's aims. There have been several team successes, notably that of the fencing team and the U14 and U16 netball teams. The latter recently won the Kensington and Chelsea League and both teams represented the Borough at London Youth Games 2019. In recent years individual pupils have also achieved outstanding success, for example in rowing and fencing. Year 10 pupils have gained the bronze level in The Duke of Edinburgh's Award scheme. A few pupils have entered national academic competitions, such as the Bronze level of the Maths challenge and some have been invited to attend Royal Institute maths masterclasses. Pupils achieved individual high-level success in 2018 in The Big Bang science competition and others have had creative writing selected for publication in a Young Writers Anthology.
- 3.12 Pupils have a good attitude to their work and they settle down reasonably well in lessons. They know they are at school to work and their behaviour once lessons are underway is good. They work well together in collaborative tasks helping each other and encouraging their peers who are finding something difficult. They waste little time and respond swiftly to any admonishment from teachers. Pupils' good engagement is evident when teaching uses open questioning and allows pupils the time to think for themselves. They were absorbed when discussing Romantic poetry in an English lesson; pupils in a top set mathematics lesson overcame their initial confusion when faced with a seemingly impossible problem to achieve a successful solution. Pupils who have quickly grasped the basics, however, are not always being stretched sufficiently and become bored. Lack of challenge was identified in the previous inspection. In many lessons, pupils listen and make notes assiduously but essentially remain passive because the lesson lacks pace and is undemanding. The pupils' ability to fulfil their academic potential is not being fully exploited by an approach which often successfully meets the school's aim of providing support and boosting confidence, but not that of stimulating intellectual curiosity.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages show considerable self-knowledge. They are able to talk openly and honestly about their own strengths and weaknesses. Older pupils are able to describe the self-discipline they have learnt in order to balance the various demands on their time. Pupils are resilient when facing setbacks, encouraged by the attitude of teachers who reassure them that even if their answer was wrong it was a good try. They learn not to be afraid of making mistakes but to learn from them. Pupils also support each other generously, for example, calling out encouragement and congratulations to classmates struggling with steps in a dance class. Their pride when they succeed despite facing problems is clear and during discussion said that they know they will feel proud when they have mastered a tricky mathematical process. This steady growth in self-knowledge and self-confidence is strongly supported by the school's commitment to providing a safe, inclusive, nurturing environment in which all are given a chance to be involved. Their sense of their own value as unique individuals is further validated by the school's attentiveness to small successes and celebrating this in subject 'pupil of the week' notices. Their self-esteem is boosted by the school's celebration of the everyday successes achieved within the school family, intrinsically important in a holistic education.
- 3.15 Pupils' understanding that the decisions they make have a direct impact on their work and their future success is strong, especially in the sixth form. During discussion, pupils spoke about choosing to complete work in school, where they find it easier to concentrate than at home. They have learnt from their study skills lessons to identify the poor decisions, such as procrastinating, which hinder their progress, but instead to adopt positive response strategies. Pupils have a clear understanding of what they need to do in order to achieve their career ambitions and the school ensures that the timetable accommodates these. Pupils throughout the school make frequent decisions about their extra-curricular activities, such as choosing the theme for the Christmas Fair, selecting which charities to support, and deciding what to do in the house talent shows. Their ability to show initiative and to make decisive decisions is clearer in their contribution to the extra-curricular dimension of school life than it is in the classroom.
- 3.16 The depth of the pupils' spiritual understanding is outstanding and they are able to speak articulately about this, whatever their age. Pupils are clearly comfortable in discussing the non-material dimension of existence and its importance. The younger pupils described spirituality as knowing you are part of something bigger, whatever you think that might be, and older pupils swiftly differentiated between spirituality and religious belief. They are aware that spirituality can be found not only in the rituals of organised religion, but also in the beauties of art and music. Non-Catholics often choose voluntarily to attend one of the regular Masses, along with their friends, and described the sense of calm that such services engender. Pupils of all beliefs strongly value the quiet reflective space provided in the school's own chapel, as evident in the prayers in the chapel's prayer request book and the votive candles lit. In assemblies and house meetings, the majority of pupils join in with the prayers and those who choose otherwise listen in respectful silence. All pupils are clear that the way in which the school lives out its Catholic ethos, with kindness, tolerance and respect for all at its core, is important to them. They value its influence on their development as human beings, whether or not they have a personal faith.

- 3.17 Their understanding of the difference between right and wrong is strong and develops well from their earliest days in the school. Younger pupils reflected thoughtfully on the moral choices made by Old Testament figures such as Solomon or King David, and older ones considered the nature of evil and the importance of personal courage in standing up to it. They understand their responsibility to take action should they see something going on which they know to be wrong and to stand up against peer pressure to behave inappropriately. A striking example of this was pupils' refusal to become involved in tempting mischief on a school trip, because they knew that what was being proposed would reflect badly on them and their school, and was contrary to the school's ethos. Pupils' behaviour and attitudes reflect the school's strong emphasis on personal responsibility and sensitivity to the rights of others. Relationships are excellent. Pupils say unpleasantness between pupils is extremely rare within what many described as the school family.
- 3.18 The pupils have highly developed social skills and are excellent at working collaboratively, such as on the many charitable projects which happen throughout the year. During an assembly, pupils with leadership responsibilities spoke passionately about the importance of the school council and its impact, giving examples of how senior leaders have responded to requests. The pupils' ability to discuss their ideas and argue their views respectfully was highly evident in open forums such as house meetings. In lessons they worked very well when set 'paired' tasks, supporting each other and checking their partners' learning. Sixth formers skilfully negotiated responsibilities in a group task to research theories of creation, by acknowledging others' preferences and reaching compromises as necessary. Pupils work together co-operatively under sixth form guidance, when competing in house activities, such as the engineering challenge, plays and talent shows. The annual sports day provides healthy inter-house competition but also opportunities to help and support others. Ego is put aside by elite athletes who instead ensure that all pupils are involved and that the success of the house is given priority over personal achievement.
- 3.19 The commitment of the pupils to contribute to the school, local and international communities is a major strength of the school. They are keen to take responsibility within school as council representatives, house or sports captains. Senior pupils with leadership responsibilities are aware of the importance of their role in meeting with heads of department and senior leaders to convey pupils' opinion and requests. Pupils are rightly proud of the sizeable amounts of money they raise annually through wide-ranging activities, such as working for the Cardinal Hume charity, cancer research, and local charities for the homeless. Pupils spoke of how the experience of these and activities, such as putting together packages of basics for the survivors of the Grenfell Tower disaster, has widened their perspective on life. They have become conscious through their charitable endeavours that much of what they take for granted is denied to others and they reflect soberly on their consequent responsibilities. They speak of how active involvement in visiting the elderly has taught them that giving time is a personal act which can mean much more than giving money. The Faith in Action group champions the concept of global social justice, such as raising awareness of the importance of fair trade and of children worldwide having access to education. As a result of the work of an Eco group, the school has reduced its use of plastics. In all of these efforts, pupils are strongly supported by school leadership and governance, recognising that what pupils are learning here sits at the heart of its ethos.
- 3.20 When asked about the core values they have learnt, pupils consistently spoke of kindness, tolerance, and respect. They were adamant that the school is a highly inclusive space in which all are welcome. Discussions and observations during the inspection supported this view. Recently arrived pupils said they had very quickly made friends and felt part of the school family. The pupils are tolerant and respect the wishes of those who are more retiring, while making sure they can be involved as they wish. They say it would never occur to them to make any difference based on a person's personal background, abilities or faith. They value discovering more about the various cultures and faiths represented in the school through lessons or activities such as Bollywood dance. Their tolerant and open-minded response to difference reflects a highly developed respect for diversity and human dignity.

3.21 The pupils know how to keep themselves physically fit through good diet and exercise, actively enjoying the many physical and sporting activities the school offers. They are also keenly aware of the importance of their own mental health and appreciate the school's aim to create an environment which reduces stress as much as possible. They know there is no shame in admitting a need for help when struggling. They appreciate the strategies for relaxation and mindfulness learnt in the Well-Being week. Pupils highly value the extra support provided by the school's investment in the provision of counselling advice for those who need it. Their strong sense of being safe is a consequence of school's excellent pastoral care. Pupils are very happy in school; they know and trust their teachers, confident that staff care about them as individuals. They strongly appreciate the school's commitment to creating an environment which nurtures and does not pressurise them.

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 house meetings and assemblies. Inspectors visited the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Colette Culligan	Reporting inspector
Mr Michael Clennett	Compliance team inspector and team inspector (Former senior deputy, GSA school)
Ms Heather Owens	Team inspector (Head teacher, GSA school)