

Focused Compliance and Educational Quality Inspection Reports

Stockport Grammar School

October 2019



Contents

School's Details		3
1. Background Information		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. Regulatory Compliance Inspection		5
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		6
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
3. Educational Quality Inspection		8
Preface		8
Key findings		9
Recommendation		9
The quality of the pupils' academic and other achievements		9
The quality of the pupils' personal development		11
4. Inspection Evidence		14

School's Details

School	Stockport Grammar School			
DfE number	356/6018			
Registered charity number	1120199			
Address	Stockport Grammar School Buxton Road Stockport Cheshire SK2 7AF			
Telephone number	0161 456 9000			
Email address	sgs@stockportgrammar.co.uk			
Headmaster	Dr Paul Owen			
Chair of governors	Mr Christopher Dunn			
Age range	11 to 18			
Number of pupils on roll	1033			
	Seniors	817	Sixth Form	216
Inspection dates	8 to 10 October 2019			

1. Background Information

About the school

- 1.1 Stockport Grammar School is an independent co-educational school for pupils aged between 11 and 18 years. It shares its site with its own junior school which provides the senior school with approximately half of its intake. The school was founded as a school for boys in 1487, moved to its current site, to the south of Stockport, in 1916 and became co-educational in 1980. The school is a charitable trust administered by a board of governors. Since the previous inspection a new headmaster has been appointed.

What the school seeks to do

- 1.2 The school aims to provide a challenging academic education within a caring and supportive atmosphere. It encourages initiative and independent thought and expects high standards of behaviour and the development of mature, responsible and considerate attitudes. It seeks to prepare its pupils to face the challenges and demands of life beyond school, and become active and responsible citizens.

About the pupils

- 1.3 Pupils are drawn from north Cheshire and the southern and eastern suburbs of Greater Manchester, and come from a range of professional and business backgrounds. The school community is socially and culturally diverse with many of the major world religions represented in the school population. Data provided by the school indicates that the ability level of the pupils is above average of pupils taking the same tests.
- 1.4 The school has identified 206 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, autism spectrum disorder, visual and hearing impairments and processing skills. All of these pupils receive additional specialist help either by way of timetabled support, advice to teachers or monitoring progress. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 40 pupils, 11 of whom receive additional support. Data used by the school identifies approximately 15% of pupils in each year group as being the most able in the school's population and the curriculum is adjusted for five pupils who have specific talents in sports or the creative arts.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. 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. In addition, the standards relating to XYZ are also included. 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 meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2016 to 2018, performance has been above the national average for maintained schools. Results in IGCSE examinations have been higher than worldwide norms.
- 2.3 In the sixth form, A-level results in the years 2016 to 2018 have been above 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 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

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

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

PART 6 – Provision of information

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

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

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

3. Educational Quality Inspection

Preface

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

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

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
First Year	Year 7
Second Year	Year 8
Third Year	Year 9
Fourth Year	Year 10
Fifth Year	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

Key findings

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

- Throughout the school pupils' progress is rapid, and they achieve highly in both academic and other areas.
- Pupils have excellent communication skills. They are highly articulate and confident speakers and listen and respond maturely.
- Pupils are hardworking and resilient; they have extremely positive attitudes to learning and are able to work both collaboratively and independently.
- Some pupils have well developed higher order thinking skills, but these are not yet thoroughly embedded across all year groups.

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

- Pupils make an excellent contribution to the school community, through undertaking roles of responsibility or acting as mentors, and to the wider community through volunteering and involvement in charity work.
- Pupils' social development and collaboration skills are excellent and relationships with each other are warm and positive.
- Pupils' moral understanding is highly developed, and they show an empathetic understanding of and respect for other cultures.

Recommendation

3.3 In the context of the excellent outcomes, the school may wish to consider making the following improvement:

- Provide opportunities more consistently across the school for pupils to take initiative and develop their higher order thinking skills.

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 achieve highly across the wide range of academic and extra-curricular opportunities available to them. Achievement in public examinations has been consistently high for the last three years. In 2019, the majority of GCSE examinations sat were awarded top grades. The large majority of A-level examinations were graded A* to B. Data provided by the school shows that all pupils make excellent progress from entry to GCSE, and at least good progress from entry to A level. This correlates with the excellent progress seen during lessons; for example, in a sixth form chemistry lesson pupils swiftly assimilated the concept of oxidisation and reduction and thus could successfully identify redox reactions. Almost all parents and pupils responding to the questionnaire agreed that the school and teaching enables pupils to learn and make good progress. Pupils are aided in their learning by excellent teaching; lessons are well planned, encompass a variety of techniques and are tailored to the needs of the pupils. The most able pupils are provided with suitable challenge, both within lessons and via a range of academic clubs and societies. Pupils with SEND or EAL make equally good progress, and often outperform expectations, particularly at A level. They are aided in their learning by specialist support if needed, and a range of drop-in clinics which provide help and guidance. School leaders and governors contribute to the success of the pupils by creating an ethos which supports and encourages pupils and staff in the pursuit of excellence. Almost all parents who responded to the pre-inspection questionnaire commented that they are very pleased with the range of subjects provided.

- 3.6 Pupils develop excellent levels of knowledge, skills and understanding across all subjects. Teachers have strong subject knowledge and constantly assess pupils' knowledge to enable them to plan and teach lessons which deepen pupils' understanding. In the best lessons, well chosen, challenging exercises and probing questions encourage pupils to think deeply about issues, as was seen in a sixth form physics lesson where pupils had to work out why the electrical conductivity of a substance decreases with temperature. The rate of pupils' progress is enhanced by tracking and monitoring systems that enable teachers to give individual guidance on the next stages of their learning. Marking includes helpful comments and pupils said they valued the detailed oral feedback provided by teachers: they feel that this support and encouragement helps them to progress and achieve highly. Throughout the school, pupils show a good understanding of their previous learning and are encouraged to apply this knowledge to new situations and problems. For example, in a senior business studies lesson, pupils showed a very good understanding of profitability and liquidity formulae which they were then able to apply successfully to a range of scenarios.
- 3.7 Pupils demonstrate excellent communication skills; they are confident and articulate speakers, listen well and write fluently in a range of styles. Pupils have numerous opportunities to practise public speaking, for example in charring meetings such as the eco club, taking assemblies, the debating club, Model United Nations, and speech and drama lessons as well as discussion in class. Pupils frequently demonstrate a strong ability to identify the nuanced approaches needed in discussion, negotiation, compromise in finding a common solution. Pupils use technical language fluently in all subjects, as observed in a biology lesson where pupils could select and use correct scientific terms to accurately explain cell and organ structures. Pupils develop excellent reading skills and are supported in this by the spacious and generously resourced library which is well used both for academic research and for reading for pleasure. The majority of pupils write in an imaginative, powerful and accurate style, as was seen in a junior English essay where pupils wrote emotively using suitable and complex vocabulary when describing a dystopian society following a study of 'The Hunger Games'. Scholarly essays are written for both internal and external competitions where pupils have to select a topic and produce a well-researched and argued dissertation.
- 3.8 Pupils are very proficient in their mathematical skills and knowledge and are comfortable using their skills across a wide range of other subjects. All pupils can manipulate calculations successfully and handle data effectively, carrying out the required operations accurately; for example, in a junior mathematics lesson, pupils could substitute and evaluate algebraic formulae including negative numbers and squares and fractions with confidence. In a sixth form further maths lesson, pupils could explain thoroughly the concept of 'e' in exponential graphs. Pupils benefit from an appropriately high degree of challenge, which stretches and develops their mathematical thinking, and from support at the mathematics clinics. A large number of pupils enter external mathematics competitions and have enjoyed considerable success in recent years with many gaining gold medals. Pupils apply mathematics competently in other subjects, for example using statistics to assess the significance of a relationship between two variables in sixth form geography, or in biology where younger pupils confidently analysed a graph of the effect of sewage levels on the number of bacteria, oxygen levels and number of animals that live in the water.
- 3.9 Pupils of all ages competently use a broad range of information communication technology (ICT) skills, as well as specific computing skills such as coding. Younger pupils used ICT to produce their individual food and nutrition projects and were confidently using software to construct graphs and charts, and could embed diagrams and photographs, taken on their mobile phones, into their work. Others used an online website to consolidate their understanding of Spanish verb conjugations.
- 3.10 In many lessons pupils are encouraged to think for themselves and hence they become analytical in their approach. In a junior biology lesson pupils created hypotheses surrounding the rate of rise of bread dough under varying conditions. Sixth form pupils showed excellent analytical and synthesising skills when writing their A-level geography projects and junior pupils analysed a musical piece in terms of temp, key, and melody. Older pupils involved in the Extended Project Qualification comment that

they have developed crucial research abilities and have learnt to critically analyse information and test the validity of an argument. In some lessons pupils can occasionally not be challenged to probe or conject, and as result their thinking skills develop less well.

- 3.11 Pupils excel in a wide range of creative and physical pursuits and are supported in their achievements by the wide-ranging extra-curricular programme, very good sports facilities, and excellent teaching and specialist sports coaching which leaders and governors have provided. Musical groups perform at a high level both within school and beyond. Pupils are successful in individual external music examinations, including winning places in the national youth choirs and orchestras. Drama is an important part of school life with many pupils enjoying considerable success in speech and drama exams and in school plays. Imaginative and creative art is displayed throughout the school, and pupils have had their work exhibited in local galleries such as The Lowry in Salford. School teams of all ages are highly successful in a wide range of local and national competitions, and exceptionally talented pupils represent national, regional and county teams in a range of sports, including hockey, netball, cricket, rugby and kayaking. Teams have also won awards in a variety of more academic pursuits, such as maths, cipher, cryptography competitions and science challenges. The Duke of Edinburgh's Award Scheme is popular with pupils and in the last two years 27 pupils have achieved the gold award.
- 3.12 Attitudes to learning are excellent. Pupils are highly competent, independent learners with obvious maturity to listen to others, as well as the confidence to propose their own ideas. Teaching encourages independence and promotes self-confidence which allows pupils to take their own initiative. Pupils are curious and willing to learn new skills, and not afraid to take risks; they recognise that making mistakes is part of the learning process. Younger pupils worked well in pairs to examine Macbeth's 'meeting with the murderers' and analysed this in terms of points where Macbeth is friendly, anxious about Banquo, or shows contempt/is dismissive. Pupils are resilient and confident in the classroom, approaching every task willingly and with high degrees of motivation. Pupils demonstrate leadership in their learning, for example, when undertaking independent project work. In lessons, pupils were keen to participate and extend their knowledge further, helped by teaching that was characterised by lively delivery, fast pace and, in the best lessons, the posing of challenging questions.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are self-aware and demonstrate high levels of confidence, self-discipline and resilience. This is recognised by parents, most of whom agree that the school helps their children to be confident and independent. The school places great emphasis on the development of character and form time is often used for pupils to reflect on whether they are showing the characteristics of enthusiasm, grit, curiosity, community ethos and social intelligence. Almost all parents agreed that the school benefits from strong governance, leadership and management which contributes to the success of the pupils. Pupils greatly enjoy receiving merits and awards for achievement which are presented in the end of term assembly. Pupils develop resilience from a young age as they are guided through increasingly challenging curricular and extra-curricular activities. The excellent level of pastoral care ensures that pupils grow in both self-confidence and self-esteem and so develop into resilient young adults, ready for the next stage in their lives. The school promotes an environment in which errors are seen as part of the learning process; this enables pupils to feel free to try something without fear of failure. All pupils have an excellent understanding of how to improve their own learning. In response to the questionnaire, most pupils acknowledged that the school helps them to be confident and independent. SEND and EAL pupils develop their self-confidence equally well and are aided in this by learning support staff working closely with teachers to support pupils and agree targets for academic progress and self-management. Pupils readily embrace and seek opportunities to self-assess their work and reflect on, and improve, their own performance and understanding, as was seen in an English lesson where younger pupils gave feedback on each other's work based on targets previously set for a scary story about a toy coming to life.

- 3.15 Pupils of all ages make sensible and thoughtful decisions and appreciate how these decisions can affect their futures. Pupils learn to manage their time well, coping maturely with the pressures they face in a very busy school schedule, where expectations of their involvement are high. They are supported in this by the school placing great importance on promoting independence and encouraging pupils to take responsibility for their own actions. For example, pupils make mature decisions deciding for themselves which activities or subject clinics to attend. In most lessons, pupils were seen to be given opportunities for decision making, whether it was a sixth form business studies class deciding which level of challenge they would attempt or pupils in drama club choosing which action to demonstrate. In interviews, pupils said that their views are heard and valued, and that they can facilitate change, such as making suggestions for school food. This view is supported by the staff, almost all of whom stated in the questionnaire that the school listens to pupils and takes any requisite action.
- 3.16 Pupils develop good spiritual awareness as they move through the school. They are assisted in their spiritual development by the school's commitment to the creative arts which provide many spiritual opportunities for all pupils, including the inspiring artwork around school and frequent musical concerts, and drama productions. Pupils have a good understanding of the world's major religions and also consider more philosophical and ethical concepts, such as when GCSE pupils discussed the idea of a spiritual realm and considered whether angels existed, and junior pupils discussed the importance of the Torah to the Jewish faith. They are supported in their spiritual development by a strong religious education and personal, social and health education (PSHE) programme, the multi-cultural nature of the school and regular assemblies, including twice weekly separate assemblies for Muslims, Sikhs and Hindus.
- 3.17 Pupils are highly self-disciplined, and their personal development is characterised by excellent standards of behaviour and respect, both for each other and for their teachers. They have a clear understanding of right and wrong and take responsibility for their own behaviour. Almost all pupils and parents believe that the school actively promotes and expects good behaviour. Pupils are polite and well-mannered; they support and understand the school rules and behaviour policy. Moral issues are considered intelligently, for example in an essay discussing euthanasia and in a debate on the morality of independent education. Pupils' strong moral and social attitudes are rooted in the ethos of the school and fulfil a major aim of the school to provide a safe, secure and happy environment within which all can thrive.
- 3.18 Pupils enjoy taking on roles and responsibilities and make a very positive contribution to the school community. They willingly volunteer for a wide range of practical roles within the school, including prefects, mentors of younger pupils in the junior school, anti-bullying ambassadors, co-ordinators for charity work, and sports, drama and arts captains. Senior pupils can opt to train as rugby referees and then referee inter-house and junior fixtures. Pupils show a mature understanding of how they can help those less fortunate than themselves. For example, sixth formers volunteer in local schools and hospitals and they also work with a group helping female immigrants learn to speak English via a cookery club. Pupils do much charity work, raising funds and providing practical support for a range of charities including a local homeless charity and a charity which trains teachers in Sierra Leone. These opportunities provide pupils with the chance to contribute to the lives of others beyond the school and have helped the pupils to be successful in their own personal development.
- 3.19 Pupils' social awareness is excellent, and this helps to create an extremely harmonious and engaging community. They collaborate well in every aspect of school life, both in lessons and elsewhere, and acquire excellent social skills through the many opportunities the school provides to work with others, such as Young Enterprise and the Model United Nations. They enjoy working together and do so effectively to achieve common goals, such as when completing Duke of Edinburgh's Award expeditions. Year 7 pupils said how much a residential trip helped them to make friends and settle-in to school life. Pupils were frequently observed supporting their peers and the mentoring of younger pupils in the school has led to greater awareness of their own behaviour because they are thinking

about their impact on others. In interviews, pupils spoke of a caring, supportive and happy community in which they show real, genuine concern for each other.

- 3.20 Pupils show excellent respect for diversity and embrace the different cultural backgrounds evident across the school. There is an extremely strong sense of inclusion within the school and pupils play, socialise and eat with each other across ethnic and gender lines. The school supports this in every way it can, and it shows in the way that different nationalities and age groups all come together to make a happy and cohesive whole. The school shows its respect for different religions by ensuring that halal meat is served and providing the opportunity and space for pupils of any faith to pray. Almost all parents and most pupils felt that the school encourages an atmosphere of respect and tolerance. Pupils show an excellent knowledge of fundamental British values, which are developed through a comprehensive PSHE programme. Pupils show respect for others, and the core values of humanity and compassion are evident when speaking to them.
- 3.21 All pupils show a good understanding of healthy living, although a few commented in the questionnaire that the school did not encourage them to follow a healthy lifestyle. Discussions with pupils reveal that they are aware of the importance of good nutrition and, as well as healthy hot meals, they take advantage of the variety of salad options and fresh fruit at every mealtime. Food and nutrition lessons contributes to pupils' understanding, for example by teaching about the importance of vitamins and how food should be cooked and stored. Pupils acquire skills to manage stress and maintain positive mental health, as seen in an excellent house assembly which was led by pupils. In an enrichment programme, senior pupils devised a 'stress bucket' to illustrate how they felt and then discussed coping strategies. They appreciate the importance of physical fitness and make good use of the numerous outdoor play facilities as well as the more formal sports programme. The school takes pupils' safety very seriously. The school site is secure and there are suitable internet filters in place. All pupils are trained in online safety and there is an excellent online safety page on the school website. Pupils of all ages are aware of how to stay safe both physically and online and know to inform a trusted adult if they have any concerns.

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

Inspectors

Mr William Ibbetson-Price	Reporting inspector
Mr Andrew Murphy	Compliance team inspector (Deputy head, HMC and GSA school)
Mrs Sylvia Brett	Team inspector (Principal, GSA school)
Mrs Rosemary Chapman	Team inspector (senior leader, GSA school)
Mr Miles Norris	Team inspector (Head, HMC school)
Mr Steven Pearce	Team inspector (Head of department, HMC school)
Mr Timothy Weston	Team inspector (Head of department, HMC school)