



**ISI** Independent  
Schools  
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS**

**THE KING'S SCHOOL WORCESTER**

**OCTOBER 2017**



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## SCHOOL'S DETAILS

<b>School</b>	The King's School			
<b>DfE number</b>	885/6027			
<b>Registered charity number</b>	1098236			
<b>Address</b>	The King's School 5 College Green Worcester Worcestershire WR1 2LL			
<b>Telephone number</b>	01905 721700			
<b>Email address</b>	admin@ksw.org.uk			
<b>Headmaster</b>	Mr Matthew Armstrong			
<b>Chair of governors</b>	Mr Hugh Carslake			
<b>Age range</b>	2 to 18			
<b>Number of pupils on roll</b>	1430			
	<b>Boys</b>	782	<b>Girls</b>	648
	<b>EYFS</b>	96	<b>Juniors (5-11)</b>	416
	<b>Seniors (11-16)</b>	648	<b>Sixth Form</b>	270
<b>Inspection dates</b>	10 to 12 October 2017			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 The King's School is an independent day school for boys and girls aged between 2 and 18 years. The King's School Foundation consists of the two junior schools, King's St Alban's, for ages 4 to 11 years, and King's Hawford, for ages 2 to 11 years, together with the senior part of The King's School, for ages 11 to 18 years. The Foundation is a charitable trust overseen by the board of governors several of whom are nominated by the Dean and Chapter of Worcester Cathedral. Founded in 1541, the senior part of the school and King's St Alban's occupy buildings close to the cathedral. King's Hawford is located to the north of the city. Since the previous standard inspection in 2011, the school has appointed in 2014 a new headmaster of the senior part of the school and in 2016 a new headmaster of King's St Alban's. Several new buildings have been completed including a facility for indoor sports, dance and drama together with a boathouse adjacent to the senior part of the school on the banks of the River Severn.

### **What the school seeks to do**

- 1.2 The school seeks to enable pupils to establish good relationships with others; make the most of their talents; become well qualified through academic achievement; command a range of life skills enriched by a variety of interests and activities; and provide responsive pastoral care within an ethos of spiritual awareness, tolerance and mutual respect rooted in the Christian faith and in service to others.

### **About the pupils**

- 1.3 Nationally standardised tests indicate the ability profile of the pupils in the junior and in the senior parts of the school is above average. The school provides specialist support for 124 pupils identified as having special educational needs and/or disabilities (SEND) such as dyslexia, dyspraxia and Asperger syndrome. There are no pupils with statements of educational needs or educational health and care plans. The school has identified and provides support for one pupil for whom English is an additional language (EAL). Scholars, choristers and pupils with special talents in sport, art, design, music and drama are provided with appropriate targeted support. Pupils, mostly from white British backgrounds, are drawn from the professional, business and rural families in and around the city of Worcester.

## 2. REGULATORY COMPLIANCE INSPECTION

### Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework. 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; behaviour and sanctions; measures to guard against bullying; supervision of pupils; 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](#) and the [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 associated requirements, and no further action is required as a result of this inspection.

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

- 2.2 The junior school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2014 to 2016, performance has been well above the national average for maintained schools and in-line with the national average for maintained selective schools. Results in IGCSE examinations have been similar to or higher than worldwide norms. In the sixth form, A-level results in the years 2014 to 2016 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, changing and showering facilities for pupils and appropriate accommodation for their 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 those 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, and its results in public examinations, 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>
Kindergarten 1	Nursery
Kindergarten 2	Nursery
Lower Fourth	Year 7
Upper Fourth	Year 8
Lower Remove	Year 9
Upper Remove	Year 10
Fifth Form	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.

- Pupils achieve highly in both academic and extra-curricular areas and especially so in art, drama, music and sport.
- Pupils of all abilities and ages confidently display outstanding oral and written communication skills.
- Pupils are enthusiastic and purposeful, participating eagerly in debate, discussions, and the intellectual life of the school.
- Pupils show great pride in their school, support one another's learning and are eager to celebrate each other's achievements in and beyond the classroom.
- Pupils with SEND make particularly strong progress in creative subjects and are well supported by the teaching in those departments as well as by learning support teachers.

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

- Pupils are highly confident and self-assured members of the school community.
- Pupils' show a strong sense of right and wrong and their behaviour is typically exemplary.
- Pupils collaborate extremely well with each other and their teachers to achieve common goals.
- Pupils exhibit a very high level of mutual respect and tolerance enabling strong relationships to flourish.
- Pupils are keen to contribute their perceptive views and insights to the pastoral programmes of the school.

## Recommendations

3.3 In the context of excellent outcomes, the school is advised to make the following improvements:

- Further improve the individual support in lessons provided for pupils with SEND by teachers across the whole curriculum.
- Harness the views and ideas of pupils as intended in the continuing development of PSHE and whole-school pastoral programmes.

## THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

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

3.5 Pupils enjoy great academic and extra-curricular success. In the three-year period 2014 to 2016, results in GCSE examinations have been well above the national average for maintained schools, and in-line with the national average for maintained selective schools. Results in IGCSE examinations have been higher than worldwide norms. Results in A-level examinations have been above the national average. Nationally standardised measures of progress indicate pupils make at least good and in many subject areas excellent progress in relation to the average for pupils of similar abilities. Almost all parents in their pre-inspection questionnaire responses agreed that the teaching enables their children to make good progress and develop skills for the future; the vast majority of pupils similarly agreed that they are given the opportunity to learn and make good progress. Pupils with SEND perform well above expectations for their abilities and generally in line with their peers; in art and design, drama, and music their performance is generally in advance of their peers. The provision

for learning support in each part of the school provides expert guidance to individual teachers as well as dedicated lessons for pupils. The extent to which individual teachers act upon the guidance given is variable in different areas of the curriculum, with the greatest impact being made in creative subjects.

- 3.6 The success of the pupils in a wide range of pursuits such as art, drama, music, and sport reflects the extensive range of talents which they possess, promoted by the similarly wide range of extra-curricular opportunities. Almost every parent and pupil in their questionnaire responses agreed that the school provides a good choice of activities; and the pupils are extremely keen to be involved in these activities. During the last three years pupils in the school have been awarded an exceptional 79 gold awards in The Duke of Edinburgh's Award scheme (DofE) together with over 400 bronze and silver awards. Ten pupils have won national Arkwright Scholarships for first-class work in design technology (DT). The combined cadet force (CCF) has achieved much success in regional and national competitions. Pupils have been successful in achieving five gold, 20 silver and 42 bronze externally accredited Arts Awards, for outstanding work towards creative challenges. Many pupils achieve representative sporting honours at county and national levels, including in rugby, hockey, swimming, netball, rowing, cricket, tennis and athletics. Chess teams from both the senior and junior parts of the school have reached the finals of national competitions. Pupils maintain extremely high levels of achievement in music, both choral and instrumental. This success is strongly supported by the commitment of the school leadership and of governors to music, art, DT, drama and sport as well as by that of individual members of staff
- 3.7 The more able pupils achieve outstanding results in public examinations; this has been facilitated most effectively by the leadership's promotion of academic enrichment programmes and extended project qualifications, thereby meeting a recommendation of the previous inspection. All pupils relish the higher-level challenges which have emerged from these strategies. The academic development of all pupils is well supported by systems established to track and monitor pupils from the EYFS onwards and by the liaison between the different parts of the school, so meeting the other recommendations of the previous inspections. A large majority of pupils said that the teachers are helpful and supportive. Almost all parents maintained in their questionnaire responses that the school meets the educational needs of their children effectively. Most pupils proceed to competitive British universities.
- 3.8 Most pupils demonstrate excellent knowledge and understanding in all areas of learning from the EYFS onwards. They have well-developed skills across the curriculum and they are highly effective in applying their skills from one area of learning to another. This is seen, for example, when junior school pupils most effectively combine their ICT and modern foreign language skills or when sixth formers bring together biological and geographical perspectives when considering the effects of global warming on aquatic life. Excellent awareness of prior learning is used by pupils to deepen their understanding, as noted in a geography class for senior pupils who considered the impact of water flow and temperature variations to analyse the weathering of rocks. Many excellent examples of drawing, painting, sculpture and photography are displayed in the art areas of the school, demonstrating high quality skills. Displays in EYFS on pumpkins and Diwali included many accomplished examples for their age of children's own work. Very strong knowledge and skills in drama and music were noted both in a rehearsal for a forthcoming school production of *South Pacific* and in a senior school drama class on improvisation techniques. Pupils are actively and often enthusiastically involved in physical education (PE) and in games lessons. They develop their physical skills well at a range of different levels. Pupils in the junior schools swim confidently from the EYFS classes onwards, demonstrating excellent swimming skills, facilitated by the regular swimming lessons available to them in the school's two pools.
- 3.9 Pupils of all ages and needs have excellent communication skills. They are articulate and listen attentively to the views and opinions of others. In almost all lessons observed pupils communicated their ideas most effectively with enthusiasm and confidence. This ranged from a Nursery class where

children explained the main features of a model farm building under construction to a perceptive discussion by older pupils during a drama lesson regarding the most effective lighting configurations for a forthcoming performance. Pupils display highly confident oral and written uses of modern foreign languages, as noted with junior pupils teaching their parents how to count in German to sixth-form pupils discussing the integration of immigrants in modern-day Europe. Written work is typically of a very high quality and demonstrates considerable analytical capacities. Excellent examples of written analysis and synthesis were evident: in extended project qualification projects, for example on the cognitive abilities of chimpanzees; in entries for the governors' sixth form essay prize on the aesthetic value of original works of art; and in work done in senior school history on the influence of the enlightenment on the French revolution. Junior school pupils have also demonstrated exceptional skills with over 200 distinctions achieved in externally accredited speech and drama awards during the last three years.

- 3.10 Pupils show a strong grasp of mathematical concepts and methods: their mathematical skills are extremely well-developed relative to their abilities in all areas of the subject. They enjoy using mathematics. Excellent skills involving mathematical calculations are evident throughout the school. Children in the EYFS were observed developing their counting skills accurately and with great enthusiasm. The pupils are confident mathematicians; and they are not afraid of exploring new ideas and applying their skills in other parts of the curriculum, as seen for example in energetics calculations based upon experimental findings of combustion of alcohols in a sixth form chemistry class. Pupils from all parts of the school achieve much success in external national mathematical competitions: from the junior and intermediate UK challenges, with a total of 23 gold, 62 silver and 79 bronze awards, to the demanding senior challenge with seven gold, 17 silver and 13 bronze awards.
- 3.11 Pupils employ information and communication technology (ICT) well to substantiate their ideas through project work and in classwork. Excellent uses of ICT by pupils were noted in a wide range of classwork and research assignments, such as sophisticated musical compositions, computer aided design projects, and drawing in the style of David Hockney with tablets in art. Pupils also employed ICT most effectively in experimental contexts, for example through the graphical representation of measured velocities. In the after-school coding activity new recruits to the club extended their learning by developing techniques to control a camera remotely.
- 3.12 Pupils are extremely enthusiastic, committed and purposeful learners, showing great pride in their school. They are strongly committed to making the most of the opportunities in and beyond the classroom. They support one another naturally and readily. They are eager to celebrate each other's achievements in and beyond the classroom. They work extremely well with each other and with their teachers, discussing concepts and ideas with enthusiasm and considerable insight. They do not shy away from difficult issues and participate eagerly in debates, for example about the limitations of a referendum in representational democracies. They use hypothetical reasoning successfully to explore ideas, for example when considering the forces affecting braking distance of a moving car. Focused analytical thinking is evident in much of their learning, from reflections on the nature of the natural world to the relationships between different religions. Pupils do not give up easily: they persevere when faced by demanding challenges, as demonstrated especially by the long-term commitment required from cathedral choristers. Pupils from the EYFS onwards are most eager to learn.

## **THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages, abilities and needs are highly confident and self-assured. They are determined to give their best in all situations, within and beyond the classroom. They feel positive about themselves and their roles in the school community. They understand that hard work and dedication

to the challenges before them are key factors in promoting their personal as well as their intellectual development. They have a generally clear understanding of how to make progress in their work, helped by regular marking; although a few pupils in their questionnaire responses maintained that the marking of their work does not always show them how they might improve. The work scrutinised by inspectors demonstrated that marking is typically helpful and encouraging.

- 3.15 Pupils are able to advance their ideas in lessons with confidence that their peers will listen supportively, as observed in a sixth form PE lesson on the analysis of movement. They show strong self-esteem and are able to discuss their own strengths and weaknesses in front of their peers without feeling self-conscious or anxious. This was demonstrated to excellent effect in mindfulness and study skills sessions. Empathy for others is marked, as was evident in a drama class where pupils gave sensitive critical reviews of each other's work. Pupils recognise the importance for them in this respect of their involvement in creative and sporting activities and appreciate the very positive effects this has on their academic work and progress. Almost all parents said in their questionnaire responses that the school promotes an environment which supports the personal development of their children. The strength of this development owes much to the dedication of members of the teaching and support staff, keenly encouraged by the leadership and management of the school.
- 3.16 Pupils understand that the decisions they make may reflect both on themselves and upon the community of which they are a part. This was clearly evident in the depth of their commitment to their lives beyond the classroom, for example to the CCF, to the DofE and to the enrichment provided in all parts of the school by creative and sporting activities. Pupils demonstrate a clear awareness that the decisions they make affect their future success, exemplified by the Arts Award pupils who showed a mature ability to make informed decisions confidently in choosing their areas of focus and challenge. During lessons, pupils think for themselves and are ready to question the decisions they make. This was noted in a senior school class where pupils devised their own scenes using French conversational language, selecting the tenses they would employ, and then critically analysed their effectiveness. The pupils are not afraid to take risks, thinking through the possible consequences and then making their decisions.
- 3.17 School council representatives are making a positive impact on school decision-making, for example through their recommendation to allow girls to wear trousers as an alternative to skirts. Many pupils say they are now ready further to influence the policy and practice of the school, for example by contributing to desirable improvements in personal, social and health education (PSHE) and other pastoral programmes.
- 3.18 Pupils have very strong spiritual awareness, exemplified in particular through their appreciation of the musical, aesthetic and philosophical aspects of life. They say that they appreciate the frequent visits to the cathedral as it allows them to reflect on their daily lives in beautiful surroundings. They feel that the arts are a natural and central part of their school lives, and pupils said that even when not studying art themselves, they nevertheless enjoyed participating in the creative challenges posed by the Arts Award. The choristers contribute immensely to the sense of spirituality within the wider school community, as noted when they sang at an evensong service with a remarkable and ethereal beauty.
- 3.19 Pupils have a very clear sense of right and wrong and of the importance of rules and laws. Their behaviour both in lessons and around the school site is typically exemplary, for pupils of all ages. Pupils are courteous and helpful to one another. They are determined to take responsibility for their own actions and have a keen awareness of the impact of how they behave upon others. They have learned to respect others and to respond positively and supportively to their peers, with a deeply kind and caring spirit. This kindness and generosity of spirit is a hallmark of the pupils from the EYFS through to the sixth form. When they do things wrong, pupils know they have done wrong and readily admit it. School council members discuss the school rules, the need for them and the possibility of modifying the rules at the start of each year. Children in the EYFS and pupils in the junior and senior parts of the school recognise and appreciate the need for rules in their own and in

the wider community, assisted by the clear guidelines set down by teaching staff and promoted by the leadership. A very large majority of pupils agreed in their questionnaire responses that the school encourages them to behave well; and almost all parents said that the school actively promotes good behaviour.

- 3.20 Pupils are excellent citizens within their own community. They exhibit great mutual respect and forge durable relationships between each other and with members of staff. From the foundations of these strong internal relationships, they have developed the capacities to make excellent contributions to the wider world. Pupils in all parts of the school are actively engaged in charitable actions, hosting annual parties for disabled and elderly people as well as raising funds and organising events on behalf of a wide range of local and national charities. Pupils look naturally beyond their own community, as demonstrated by the involvement of senior school and sixth-form pupils in a poignant and sensitive film project on child protection, commissioned by the school's local authority children's services.
- 3.21 Pupils show tremendous respect for one another whatever their cultural and religious background. The vast majority of parents agreed that the school actively promotes respect and tolerance of those with different beliefs and faiths; and a very large majority of pupils said that the school encourages them to be tolerant of those with different beliefs and faiths. Pupils study a range of religions and achieve a clear understanding of the main features of non-Christian faiths such as Islam, Hinduism and Judaism. They see respect for others and their beliefs as a very natural part of their place in the school. Pupils see themselves as part of a cohesive school family which also embraces the cathedral community, and they have an enormous affection for this family of which they are part.
- 3.22 Pupils understand the importance of staying safe, including when online. They understand what is needed to keep themselves healthy, both physically and mentally, facilitated greatly by the excellent facilities for sport and exercise. Pupils have a strong sense of well-being and do not shy away from discussing difficult issues which confront the modern teenager, as noted in discussions during PSHE on the causes of stress amongst young people. Pupils show great care in keeping one another safe, as well as themselves, as observed when they engaged in an after-school climbing wall activity. The younger pupils, including those in the EYFS, have developed a strong awareness of and respect for the natural world encouraged by their enthusiastic involvement in outdoor activities and by the appealing presence of chickens and an aviary in the junior environment.

## 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 and a group of governors, observed a sample of the extra-curricular activities which occurred during the inspection period, and attended house and form meetings, cathedral services involving choristers, and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Dr Christopher Ray	Reporting inspector
Mrs Linda Smallwood	Additional inspector
Mrs Judy Rowe	Compliance team inspector (Head, IAPS school)
Mr Andrew Chicken	Team inspector (Headmaster, HMC school)
Mr Alun Jones	Team inspector (Head, HMC school)
Mr Jerry Gear	Team inspector (Headmaster, IAPS school)
Mr Michael Horrocks-Taylor	Team inspector (Deputy head, HMC school)
Mr Martin Stott	Team inspector (Headmaster, IAPS school)
Mrs Clare Trelfa	Team inspector (Head, ISA school)
Mrs Lorraine Winch-Johnson	Team inspector (Learning support co-ordinator, GSA school)
Dr Michael Yates	Team inspector (Head of department, HMC school)