

Regulatory Compliance and Educational Quality Inspection Reports

ACS Egham International School

January 2020



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		12
4. Inspection Evidence		14

School's Details

School	ACS Egham International School			
DfE number	936/6577			
Registered charity number	1179820			
Address	ACS Egham International School London Road Egham Surrey TW20 0HS England			
Telephone number	01784 430800			
Email address	egh-office@acs-schools.com			
Head of School	Mr Jeremy Lewis			
Proprietor	ACS International Schools Ltd			
Age range	4 to 18			
Number of pupils on roll	601			
	EYFS	17	Lower School	165
	Middle School	181	High School	238
Inspection dates	28 to 30 January 2020			

1. Background Information

About the school

- 1.1 ACS Egham is a co-educational day school, for pupils aged between 4 and 18, situated in 20 acres of grounds in Surrey. It was founded in 1995 to provide education for students from a wide range of countries, and it is divided into three sections: the Early Childhood and Lower School, for pupils aged between 4–11; the Middle School, for pupils aged 11–14; and the High School for pupils aged 14–18.
- 1.2 The International Baccalaureate Programme is offered throughout. The Primary Years Programme (PYP) covers pupils aged 4 to 11; the Middle Years Programme (MYP) pupils aged 11 to 16, and the Diploma Programme pupils aged 16 to 18.
- 1.3 The school is governed by trustees who oversee all the schools in the ACS group. Since the previous inspection, the school has introduced an educational strategy team, and re-accredited its IB provision.

What the school seeks to do

- 1.4 The school aims to promote excellence through being a dynamic community in which pupils' learning is based on integrity, open-mindedness and empathy. It intends that every pupil will become a confident individual and a caring contributor to a community in which they gain balance, confidence versatility and resilience.

About the pupils

- 1.5 Pupils are drawn from within a 25-mile radius of the school, with many from families who work internationally. Data provided by the school indicate that the ability of pupils is above average compared with those taking the same tests nationally. One hundred and forty-one pupils receive varying degrees of specialist help for special educational needs and/or disabilities (SEND), which include dyslexia, and other processing difficulties. No pupil has an educational, health and care (EHC) plan. Sixty-one pupils receive English as an additional language support. The school does not identify specific pupils as being more able, but it promotes thinking and other skills at a variety of levels appropriate to pupils' needs.

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, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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 REGULATORY 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.

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](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

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

PART 1 – Quality of education provided

- 2.2 In the lower school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At age 16, results in the MYP in the years 2017 to 2019 have been significantly above the world-wide average. In the sixth form, IB-level results in the same years have been well above the world-wide average.
- 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. 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.

2.15 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. The school uses an American system of Grades and the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Pre-kindergarten	Reception
Kindergarten	Year 1
Grade 1	Year 2
Grade 2	Year 3
Grade 3	Year 4
Grade 4	Year 5
Grade 5	Year 6
Grade 6	Year 7
<i>And so on.....</i>	

Key findings

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

- Pupils of all ages develop excellent study skills and the ability to take responsibility for their own learning; they are consistently questioning of both their own ideas and those of others.
- Pupils show excellent attitudes and they work both independently and collaboratively with considerable success.
- Pupils achieve high standards across the curriculum, reflecting their well-developed skills for learning and the school's high expectations of them.
- Pupils achieve results in the Middle Years Programme that are significantly above world-wide averages and, in the International Baccalaureate Diploma Programme, that are well above world-wide averages.
- Pupils with SEND and EAL make excellent progress as a result of the support they receive and the positive culture towards their needs within the school.

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

- Pupils develop excellent self-confidence and considerable understanding of their strengths and weaknesses, enabling them to tackle tasks with resilience and flexibility.
- From an early age, pupils are able to make decisions both in their day-to-day work, and in planning for the future.
- Pupils have a highly developed ability to collaborate, respecting and supporting each other extremely well.
- Pupils develop an excellent appreciation of different backgrounds and cultures, respecting those whose experience or beliefs are different and working together for the wider good.
- Pupils show a good understanding of most aspects of a healthy lifestyle.

Recommendation

3.3 In the context of the excellent outcomes, the school should continue its initiative to maximise the academic progress of all pupils in the lower school by developing stronger analysis of the assessment of pupils.

The quality of the pupils' academic and other achievements

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

3.5 Throughout the school, pupils develop excellent study skills and work both independently and collaboratively, taking considerable responsibility for their own learning. They benefit from a consistent approach to the importance of enquiry to which trustees, school leadership and other staff are entirely committed; the school has as a key aim that pupils should become active and resilient learners. Younger pupils develop their own style and methods of learning, hypothesise and test theories, and select from a wide range of physical and digital resources. For example, EYFS children chose materials suitable for going outside, and Year 6 pupils tested and adapted their approach in an enquiry into angles. A greater range of outdoor woodland activities have been introduced for Reception children and others since the previous inspection. All pupils benefit from the many opportunities to develop their thinking and independent learning skills provided within the curriculum.

3.6 Older pupils relish further opportunities to work independently on extended tasks, and can place their learning in context, owing to the consistent focus on putting enquiry at the heart of the curriculum. In both the personal project in Year 11 and the extended essay in Year 13, pupils choose an area of

study, and then show considerable expertise in analysing existing research, and conducting a specific and well-focused piece of work. By evaluating their hypotheses and synthesising their data into a cogent research paper, they show excellent thinking skills which, by Year 13, are the culmination of many years of independent inquiry. Teaching constantly develops a sense of constructive criticism, for example when pupils examine the validity of scientific arguments in a theory of knowledge presentation. In a senior biology lesson on the extraction of juice from apples, pupils showed excellent independence, using statistical analysis of their experimental results to determine which experiments needed to be repeated. In the inspection questionnaires, the overwhelming majority of parents say that pupils develop the skills they need for the future, and most pupils believe that the school encourages them to think for themselves. Both pupils and their parents speak positively about the independence that pupils develop. The focus on enquiry is supported well by leadership through the organisation of relevant staff training.

- 3.7 Pupils' skills of independence draw on excellent attitudes to learning. Pupils are highly engaged with their work and extremely committed to improving it. From the earliest age, they enjoy sharing their thinking and ideas. As they progress, pupils increasingly make independent decisions, as teaching constantly reflects questions back to them, and gives them adequate time to develop their response. Pupils have highly constructive relationships with their peers, for instance working together independently of the teacher to construct and explain a time-line for the industrial revolution. Pupils set their own goals and reflect on whether they are achieving them. They benefit much from the encouragement they receive when work is hard.
- 3.8 Pupils develop excellent knowledge, skills and understanding across a broad curriculum. Their well-developed skills for learning enable them to develop confidence in all areas, and their grasp of the curriculum is often based on work they have done themselves. For example, Reception children explored the natural world using binoculars and magnifying glasses in the school woods. They spot a range of birds and record their results in a chart, recognising and naming eight common birds. When practising for Aladdin, Year 2 pupils play the violin, read music and make excellent progress in their bowing technique, playing with enjoyment and concentration. Older lower school pupils sketch with skill, having been encouraged to develop their own approach. By the time pupils reach the middle school, they have a range of highly developed skills, for example in their use of conceptual vocabulary, their high-level skills of analysis and their understanding of practical skills and concepts in science. This progress reflects high expectations from trustees, senior and teaching staff, authoritative teaching and the space pupils are given to direct their own learning. Pupils' focus and concentration are now good, and school leaders believe that lessons have a more consistent pace as a result of increased monitoring and training by senior staff, and a sharper focus on the quality of learning from trustees.
- 3.9 The excellent progress pupils make in much of their day-to-day work is reflected in MYP results that are significantly above the world-wide average, and in IB Diploma results that are well above that average; the overwhelming majority of parents and pupils believe that pupils progress well. The observation of lessons, interviews with pupils and work scrutiny, together with the analysis of standardised measures of progress, shows that most pupils progress rapidly as they pass through the school, especially in their study skills and the ability to plan and organise their work. Progress for some groups of younger pupils can be limited both by less detailed feedback and by less rigorous analysis of assessment data for groups than for individual pupils, restricting senior staff's ability to see patterns of progress easily; school leadership have already identified issues to analyse more carefully in future. More detailed assessment and feedback for older pupils enables them to identify areas for development and improve their performance. In EYFS, children benefit from careful analysis of data to ensure that tasks are carefully matched to their needs, enabling them to make rapid progress.
- 3.10 Pupils with SEND and EAL make excellent progress in their English, with the number needing support decreasing as they move up through the school. Their support is carefully tailored to their needs and they develop increasing fluency as a result. This support is carefully coordinated between their learning and language needs and their emotional well-being. More able pupils make excellent

progress as a result of the focus on independent study. Most parents believe that the school caters well for pupils' individual needs.

- 3.11 Pupils are confident and articulate, expressing ideas in a thoughtful and mature way from an early age, whilst listening carefully to the ideas of others. Lower school pupils show sophisticated thinking and oral communication skills, and they read for purpose and enjoyment throughout. By the time they reach Year 6, pupils write with imagination and fluency, and both give and receive very positive feedback. They are taught to plan their work and develop characters in greater depth. They read with expression and comprehension and make excellent use of the accessible and well-organised library. Year 6 pupils with SEND worked with focus on independent writing tasks.
- 3.12 Older pupils' communication skills are excellent. They work towards clearly articulated goals and benefit from the ethos of respectful listening created by both pupils and staff. In Years 12 and 13, they debate respectfully and maturely, listening carefully to the views of others. They shape clear and intelligent questions in history, discuss truth and scepticism in debate, and develop performance skills in drama through expert and encouraging teaching; they express themselves clearly in extended writing. Native speakers of other languages work at a high level, supported by the school's commitment to developing their language.
- 3.13 Strong numerical skills are underpinned by the commitment of trustees and school leadership to the IB programme, within which mathematics is taught to all pupils in every year. Children in EYFS apply effective numeracy skills to practical tasks in physical education; teaching places a considerable focus on developing cross-curricular links. As they move through the lower school, pupils gain solid numeracy skills, with more able pupils recording results independently, and all pupils solving problems and then checking their answers practically. This progress is supported by very well-planned lessons, in which work is carefully matched to pupils' needs. Older pupils use techniques such as statistics in a wide range of situations, and they are thus encouraged to use mathematics to support their understanding elsewhere. The most senior pupils use mathematical techniques highly effectively, for example, using statistical analysis to investigate experimental performance. Pupils who find mathematics more difficult are encouraged to persevere and also progress well, because teaching is both challenging and fun.
- 3.14 Across the school, pupils develop high levels of skill in information and communication technology (ICT). Children in EYFS are confident moving objects on screens to aid number formation; other lower school pupils control robots, present work, and code simple games. Older pupils manage assignments, design houses, produce brochures, and build up digital portfolios of their work. The fact that ICT becomes part of the warp and weft of academic life is encouraged strongly by staff. More advanced software, for example to plot graphs and analyse data, is used frequently in sixth form work and pupils develop good subject specific skills alongside more generic skills.
- 3.15 Pupils achieve well in a diverse range of activities. They are successful in a UK mathematics challenge, achieve success in music examinations and perform in public concerts; they have achieved success in national championships at track and field events, and produce artwork of high quality. They enjoy opportunities outside class to experiment in science and learn much from offering service to the community. Pupils enjoy the inclusive approach to selection for sports teams, and the use of external coaches. They appreciate the many opportunities to organise activities for themselves, whether starting newspapers, or organising charity events. Pupils are successful in application to university, attending courses at UK, North American and worldwide colleges. A small minority of parents was critical of the provision of activities, but pupils have a wide range of opportunities in a good range of activities.

The quality of the pupils' personal development

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 Pupils develop excellent self-confidence and considerable understanding of their strengths and weaknesses, enabling them to tackle tasks with resilience and flexibility. Even the youngest pupils demonstrate high levels of self-understanding and self-esteem, encouraged by extremely helpful and sympathetic staff who often expect pupils to work things out for themselves. On the occasions that tasks have not gone to plan, pupils bounce back quickly showing strong perseverance as a result of the encouragement they receive. Risks are carefully managed so that pupils have the chance to explore outdoor opportunities with few restrictions. Older pupils demonstrate a very high level of self-understanding, confidently explaining their individual strengths and weaknesses. Year 12 pupils characterised their approach to learning as being self-reliant and self-directed, for example completing their homework even when they were aware that it was not an assessed task; this prepares them well for the next stage of their lives after school. In the questionnaires, parents were very positive about the confident and independent young people their children had become. A very small minority of pupils were critical of feedback about their work, and this was borne out in a few cases, but many said how positive and helpful they found it. Pupils' self-confidence is promoted by the many ways they are encouraged to take responsibility for the leadership of activities in school.
- 3.18 Pupils are extremely self-assured when making decisions. From their start in Reception, they make excellent choices, both in their day-to-day work and in planning for the future; for example, flexible planning allows them to pursue topics according to their interests. Older pupils have highly developed decision-making skills because of the opportunities given them to pursue individual and extended projects, and the opportunities they have to work in small groups in many lessons. As a result, pupils develop excellent initiative, and learn to hold themselves responsible for their decisions. Pupils of all ages understand that the decisions they make are important to their future. Younger pupils talk about developing characteristics that will help them to be successful. Older pupils are well prepared for life beyond school; they benefit from dedicated careers and higher education guidance. The IB curriculum very successfully encourages pupils to be reflective from an early age and to consider what they are learning and why.
- 3.19 The pupils show an excellent capacity to work effectively with others, solving problems and achieving common goals. They are expected by staff to work together from a young age, and consequently pupils collaborate, respect and support each other extremely well. Younger pupils listen to each other's ideas and share decisions because they are allowed the opportunity to discuss and evaluate their ideas. They talk with enthusiasm about organising the annual Christmas Fair or working with staff to develop a code of conduct. They take on responsibilities as prefects, knowing how and when to intervene, and have the confidence and respect to oversee older pupils at mealtimes. Older pupils work extremely well with their peers: they are given numerous opportunities for collaborative learning reflecting one of the school's common goals. They are enthusiastic about organising a wide range of activities, ranging from the winter ball to support for service veterans, often liaising with a wide range of adults. A very large majority of parents, pupils and staff believe that pupils develop excellent teamwork skills.
- 3.20 Pupils have a clear commitment to supporting others and contributing to wider society. The school is committed to developing pupils' awareness of their place in the school, the locality and the global community. Younger pupils are very concerned about local and global issues and suggest ways of helping others. Older pupils make an excellent contribution to the life of the school and wider society, in line with the service element of the IB. Pupils show responsibility for others within the school, for example when doing cross-school work in the classroom. Year 12 pupils stated that their participation in the Nepal service visit, through which they are contributing to the building of a school, was the highlight of their time at the school. Pupils also demonstrate strong leadership in identifying and developing opportunities to support charitable causes, such as developing a Breast Cancer committee which has overseen the "wear pink Wednesday" initiative.

- 3.21 Pupils develop an excellent appreciation of different cultures and form excellent relationships with those from a wide range of cultural backgrounds. They respect those whose experience or beliefs are different from their own and work well with them in a variety of situations; they are taught explicitly, and through the example of staff, to respect the opinions of others and listen carefully to alternative views. They regard diversity as a 'given', accepting each other for who they are; they describe those different from themselves with words such as interesting and exciting. The wide cultural mix to which trustees and school leadership are committed encourages tolerance and mutual respect, for example, new pupils say they are made to feel welcome. Almost all parents, pupils and staff say the school actively promotes tolerance and respect.
- 3.22 Pupils have an acute awareness of moral and ethical choices, in their own lives and in the wider world because they are taught about issues such as fair trade, the economy, climate change, and the clothing industry. Year 5 pupils expressed cogent opinions on ethical advertising and other pupils are campaigning sensitively to reduce the amount of meat consumed at school. Pupils' moral growth is supported both explicitly and implicitly by the teaching they receive and also by the way teachers model ethical standards. As they move up through the school, pupils develop a high level of moral understanding and a well-developed sense of right and wrong. Almost all parents say the school develops high standards of behaviour, a fact borne out in discussions with pupils.
- 3.23 By the time they leave, pupils appreciate the non-material aspects of life, supported by a curriculum which encourages a philosophical approach to thinking. They have a well-developed sense of the aesthetic, responding in assembly to dance and music when examining links between styles as diverse as hip-hop and Shakespeare. Pupils in EYFS show wonder at the natural world. When slightly older, pupils respond to the rhythm and mood of music when dancing and celebrate the joy they find outside. Older pupils' growing appreciation of non-material things is supported by carefully planned lessons and by opportunities in the theory of knowledge to explore a wide range of ideas, such as the existence of black holes.
- 3.24 Pupils show a good understanding of most aspects of a safe and healthy lifestyle. Reception children know to stay safe outside. By Year 5, pupils have a good understanding of how to stay safe on-line and know to seek advice if they need it. They are supported by staff who have created a 'safe space' in school and who show a non-judgemental attitude to any issues that arise. Most pupils develop a sense of balance in their lives, knowing they must balance a filling first course with a more healthy desert; however some pupils make less suitable choices at lunch. Pupils understand the need for exercise and know that fitness involves both physical and mental health. They much appreciate the support that is available to them both from counselling staff and from class teachers; they know to take time if they feel under pressure. In personal social and health education, they discuss issues such as sex and gender sensitively. Most parents and pupils say that pupils develop a healthy lifestyle, though there is some criticism of choices made at lunch, also observed during the inspection.

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 chief executive, the chair of trustees and another trustee, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended an assembly. Inspectors visited the facilities for the youngest pupils, together with 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 Ian Newton	Reporting inspector
Mr Michael Goodwin	Accompanying Inspector
Mr Chris Townsend	Compliance team inspector (Head, HMC school)
Mrs Mary Bradfield	Team inspector (Former head, ISA school)
Dr Richard Brookes	Team inspector (Senior deputy head, HMC school)
Mr Jonathan Dunn	Team inspector (Deputy head, ISA school)
Mr David Morgan	Team inspector (Deputy head, HMC school)