



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Shoreham College

January 2023

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School's Details

School	Shoreham College			
DfE number	938/6027			
Registered charity number	307045			
Address	Shoreham College St Julian's Lane Shoreham-by-Sea West Sussex BN43 6YW			
Telephone number	01273 592681			
Email address	info@shorehamcollege.co.uk			
Principal	Mrs Sarah Bakhtiari			
Proprietor	Kennedy Independent School Trust Limited			
Chair of governors	Mr Simon Barnett			
Age range	3 to 16			
Number of pupils on roll	378			
	EYFS	18	Juniors	99
	Seniors	261		
Inspection dates	10 to 12 January 2023			

1. Background Information

About the school

- 1.1 Shoreham College is a coeducational independent day school. It is governed by a board of trustees for the Kennedy Independent School Trust Ltd. The current principal has been in post since January 2021.
- 1.2 The College was founded in 1852 in the centre of the town as Shoreham Protestant Grammar. By 1968 it had moved to its current site on the edge of Shoreham, and in the 1980s it became coeducational. It remains inclusive in character and continues to adhere to the principles of its Anglican foundation.
- 1.3 The college is an all-through school with the junior school occupying its own building and sharing the site and facilities with the senior school.

What the school seeks to do

- 1.4 The college aims to give every child the confidence to succeed and flourish in the wider world, achieving their full potential. It sets out to provide a welcoming and nurturing environment where every pupil is known, supported and challenged appropriately. The college endeavours to provide an inspiring academic education where ambition, resilience, creativity and confidence are developed; providing exciting opportunities beyond the classroom.

About the pupils

- 1.5 Pupils come from families with a range of professional and business backgrounds and most live within a 15-mile radius of the school. Standardised data provided by the school indicate that the ability of the pupils upon entry is broadly average. The school has identified 82 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support. One pupil has an education, health and care (EHC) plan. English is an additional language for six pupils, none of whom require support with their English. Where the school identifies pupils as being the more able amongst its population, the curriculum is adapted to support them, and extension activities are made available to them.

2. Regulatory Compliance Inspection

Preface

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

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

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED 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 standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; 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 standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, Early Years Foundation Stage Statutory Framework](#).

Key findings

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

PART 1 – Quality of education provided

- 2.2 In the junior school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 GCSE results in the years 2019 to 2022 confirm that teaching enables pupils in the senior school to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.
- 2.16 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.
- 2.18 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.
- 2.20 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

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

- Pupils demonstrate high levels of academic achievement and progress.
- Pupils' knowledge, skills and understanding across different areas of learning are excellent and in mathematics they are good.
- Pupils' communication skills are well-developed.
- Pupils' attitudes to learning are positive and highly effective.

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

- The development of pupils' self-knowledge and confidence is strong.
- Pupils do not always feel their voice is fully heard and responded to appropriately.
- Behaviour within the school is generally excellent but not all senior pupils embrace the school's ethos and systems of rewards and sanctions.
- Pupils' spiritual understanding is under-developed.
- Pupils know how to stay safe and understand how to be physically and mentally healthy.

Recommendations

3.3 The school is advised to make the following improvements.

- Enable all pupils to further develop their higher-level numeracy skills and apply these across the curriculum.
- Ensure pupils' contributions to the dialogue of ongoing development within the school are fully heard and incorporated.
- Ensure the positive attitudes and behaviour of younger pupils are promulgated throughout the whole school.
- Enable pupils to develop their responses to the non-material aspects of life in and beyond school.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 The school fulfils its aim to provide a welcoming and nurturing environment where every pupil is known, supported and challenged appropriately. Pupils embrace opportunities to be successful in their learning, often voluntarily attending additional sessions to enhance their outcomes. Parents are highly satisfied, as reflected in their positive responses to the pre-inspection questionnaires, agreeing that teaching helps their child to make good progress and equips them with the team working, collaborative and research skills they need in later life.
- 3.6 Pupils demonstrate excellent levels of academic achievement as a result of a well-developed and supportive approach on the part of all members of the school community. The undoubted commitment of senior leaders and the well-planned support provided by teachers, ensures pupils often attain excellent results in externally standardised tests and public examinations. Pupils with SEND achieve equally good grades, often from considerably lower starting points. Most pupils gain entry to their first-choice schools and colleges to study A levels, and in a small number of cases, vocational subjects.
- 3.7 The majority of children in the Early Years Foundation Stage (EYFS) achieve a good level of development. Evidence from standardised tests, lesson observations and the scrutiny of pupils' work in the junior school indicate high standards of literacy.
- 3.8 GCSE results are indicative of a supportive approach to learning and teaching. In 2022 over one-third of results were at the highest three grades, in line with the 2020 and 2021 centre- and teacher-assessed assessments and significantly above the 2019 results. Data analysed show that almost all pupils achieve significantly higher GCSE grades than expected for their ability on entry. This represents rapid progress in their knowledge, skills and understanding as they move through the school. The vast majority of parents who responded to the pre-inspection questionnaires agreed that teaching enables their child to make progress. Most pupils who responded to the questionnaire feel their teachers are supportive, know their subjects well, and know how to help them learn.
- 3.9 Pupils of all abilities make good, and sometimes excellent, levels of progress across the range of subjects. Pupils with SEND achieve excellent levels of progress, benefitting from the school's high expectations of, and belief in, its pupils. The well-managed tracking, monitoring and intervention systems contribute to significant value being added to pupils' progress and academic outcomes.
- 3.10 Pupils develop high levels of knowledge, skills and understanding across different areas of learning. They are enthusiastic about acquiring new knowledge and are skilled in their application of techniques and methods. They successfully and skilfully draw upon previous learning and demonstrate success in applying this to a range of learning activities. For example, pupils in Year 5 demonstrate their excellent linguistic ability to effectively express their knowledge and understanding of informal language, which they enjoy using in preparation of their own stories in the style of Rudyard Kipling. In design technology, pupils in Year 6 draw upon skills and knowledge from other domains, for example, numeracy, communication and science. Their use of acrylic plastic is imaginative and varied, exhibiting strong design skills and careful measuring as well as the safe and competent use of tools such as saws, files and clamps. In a music theory activity, senior pupils accurately notated musical rhythms identifying errors and making suitable corrections. Pupils in Year 11 translated complex sentences and challenged themselves beyond the level they were working at in French.
- 3.11 Pupils are excellent communicators and they speak fluently and with assurance. For example, Reception children's vocabulary was enhanced through their experience of a visiting dentist. They demonstrated an excellent ability to take turns speaking, listening and answering questions and they enthusiastically practised the correct technique when brushing their teeth. Pupils in Year 7 articulated their opinions in a cohesive manner in a PSHE lesson about the legal age of sexual consent. Pupils in Year 8 engaged with great gusto and confidence in an entertaining roleplay portraying Maria

Antoinette and Louis XVI when discussing the storming of the Bastille in history. Pupils' written communication is excellent. In an English lesson, pupils in Year 8 incorporated various literary devices and techniques such as figurative language, stating 'it felt as if gravity was against us'. Pupils in Year 11 speak to each other with confidence and ease when receiving teacher and peer feedback. They speak positively about the school's innovative approach to developing their non-fiction reading skills through an adaptive online platform which supports rapid and sustained development of this key skill.

- 3.12 Pupils' numeracy skills are generally good but in relation to other areas of the curriculum, are less well-developed. Pupils demonstrate an interest in mathematical thinking and often engage enthusiastically in its application. This engagement is evident at all stages, particularly in the junior school, and younger pupils are keen to share how they use their numeracy skills across the curriculum. For example, pupils in Year 1 worked increasingly confidently with number bonds and subtraction within 20. Pupils in Year 4 used mathematical language accurately; utilising terms such as prime numbers and factors. Pupils in Year 7 measured chemicals accurately in a chemistry lesson, and in design technology, they successfully measured their designs before sending them to the laser cutter. In discussions, pupils spoke of opportunities to develop the application of their numeracy skills further through timelines in history, coordinates in geography and the creation of graphs in information and communication technology (ICT).
- 3.13 Pupils' ICT skills are highly developed. Pupils in Year 1 enjoyed adding colourful and imaginative visual effects to online images, refining their control of the mouse and selecting appropriate tools and effects. They develop and use appropriate and relevant vocabulary such as save, print and log off. By Year 10, pupils are able to demonstrate high level ICT skills and a firm understanding of age-appropriate coding. For example, pupils employ filming and video editing their senior challenge projects on climate change to superb effect as seen in the wide variety of outcomes displayed around the school.
- 3.14 Pupils' basic study skills are well-developed. Their ability to draw upon a range of sources is excellent, as demonstrated by pupils in Year 6 whose reading journals contained news articles about important events from books they have read. The high-quality content and layout demonstrate that pupils are discerning when drawing upon sources to enhance their learning. In English, pupils in Year 7 made accurate predictions and inferences in a series of activities relating to a nonfiction reading comprehension task on *Super Mario*. In chemistry, pupils in Year 7 were able to form and justify their hypotheses about the uses of different types of metal. Pupils in Year 11 described the criteria of a just war, successfully evaluating the theory and its application to real situations.
- 3.15 Many pupils are successful both within and beyond the school in creative arts, sport and activities such as the Duke of Edinburgh's Award scheme (DoE). In recent years, all pupils in Year 9 and high numbers of senior pupils successfully achieved their bronze and silver awards. In addition to bronze, silver and gold medal successes in regional sports competitions, high numbers of pupils have represented the school in county and national events in sports including football, netball, swimming and athletics. In their responses to the pre-inspection questionnaires, whilst a very large majority of parents agreed that the school provides a suitable range of extra-curricular activities, the school has further developed what is on offer to support the needs of individual pupils. Pupils take great delight in participating in drama productions and concerts. Through an innovative approach to school plays, pupils lead the writing, directing, filming and video-editing, including special effects, of their productions. Pupils develop a range of skills that help them to become more confident and assured when they present themselves in public. For example, in 2022 all candidates achieved a distinction in public examinations for speech and drama. Pupils gain valuable experience performing in music, dance, drama and public speaking events at school, regionally and in some cases, in the West End and at exceptionally high levels in musical performance.
- 3.16 Pupils' positive attitudes to learning can be seen in and beyond the classroom. This positivity is more pronounced in the junior school and lower years of the senior school. The drive and vision of governors and senior leaders strive to ensure that pupils are nurtured into rounded individuals with a positive

work ethic and strong moral values. Pupils are motivated to achieve well through the warm and collaborative working relationships they enjoy with each other and staff. In the classroom, pupils in Year 3 showed great interest in the use of speech marks, motivated by their enjoyment of the selected text, what the fantastic Mr Fox might say to Mrs Fox. In an English lesson, pupils in Year 8 enjoyed working collaboratively, correcting each other's work with humour and celebrating peer success. In French, pupils were engaged in positive discussions; collaboratively helping each other in a sensible and positive manner.

The quality of the pupils' personal development

- 3.17 The quality of the pupils' personal development is good.
- 3.18 Pupils' development of self-knowledge and confidence is strong. Where pupils are given the opportunity to manage their own learning and performance, outcomes are enhanced, and where they are enabled to independently self-correct and improve their work, they demonstrate a sense of pride. However, this is not consistent across the school. Pupils in Year 7 understand how to improve, they listen to feedback and act upon it. In particular, their willingness to evaluate performance and consider ways to improve is noticeable. Pupils in Year 8 showed great humour and self-confidence when gently correcting peers' sentences. In drama, pupils in Year 9 reveal insightful self-analysis and evaluation, identifying features to make the performance more realistic. In discussions, pupils demonstrated well-developed self-understanding when they spoke warmly of happy memories from outdoor activities when they were younger. They recognise the mental health benefits such activities, including horse-riding and forest play, bring them.
- 3.19 Where pupils are given opportunities to make decisions in their learning, they respond positively. For example, when choosing which level of challenge they take in some subjects, choosing either mild, hot or spicy. Some senior pupils expressed a limited sense of agency and choice over their learning in some lessons and sought a desire to be allowed greater decision-making about the focus of their revision. They identified subjects that allow them more freedom of expression, particularly in Year 11. Younger pupils' decision-making skills are excellent, and they have abundant opportunities for making sensible and rational choices. For example, in design technology, pupils in Year 6 manage their enthusiasm for the hands-on nature of the learning in a mature way, channelling their excitement into careful and sustained focus and concentration, especially whilst using tools. Senior pupils' understanding that their decisions are important determinants of success is good. They recognise that decisions about their personal lives and issues surrounding their wellbeing can have implications for the future. Senior pupils do not always feel their voices are fully heard and responded to appropriately. Whilst they appreciate the structures in place, including the student council, they feel strongly that the school does not always listen to them as demonstrated in their responses to the questionnaires completed prior to the inspection. Inspection evidence supports the view that pupils' concerns and suggestions could be better heard.
- 3.20 Pupils can appreciate the non-material aspects of life and sometimes show aesthetic and cultural awareness, but opportunities for deeper thinking and experiencing the awe and wonder of the world in which they live are limited. They can reflect on spiritual dimensions of life with encouragement. For example, pupils in Year 7, are introduced to ideas within Hinduism of the circle of life and reincarnation and were absorbed by ideas of karma and self-improvement that contributes to finally being with God. Pupils use relevant vocabulary to consider how beliefs may affect their behaviour and conduct, and they engaged positively in challenging discussions about euthanasia and in debates about pro-choice and pro-life issues. Pupils in Year 9 reflected upon and clearly enjoyed the sensations of the gradual ostinato changes in Mike Oldfield's *'Tubular Bells'* and pupils respond well to mindfulness and reflection opportunities in personal, social and health education (PSHE). In a chemistry discussion, pupils in Year 7 expressed that it is, 'Amazing that our whole lives can only happen because of the materials made millions of years ago in the earth'. In discussions, some older pupils were dismissive of spiritual opportunities and lacked maturity in this area.

- 3.21 Behaviour within the school is generally excellent and pupils show respect towards others in the school community. The vast majority of parents who completed the questionnaires agree that the school promotes good behaviour. Junior pupils exhibit an excellent sense of right and wrong, treating others with respect. They spoke highly of how teachers show them respect and not only describe the behaviour that is expected, but explain why respect, care and kindness are needed. Pupils in Year 1 spontaneously took responsibility when a container of pens was spilt, stopping to pick them up immediately and without guidance. Senior pupils are mainly well-behaved and respectful, and whilst they accept responsibility for their own behaviour, not all embrace the school's ethos and systems of rewards and sanctions. Discussions with senior pupils reflected the results of the pre-inspection questionnaires, suggesting they are treated unfairly, particularly with regard to uniform and the perceived inconsistent use of sanctions. Discussions with senior leaders note the school's understanding of these issues and ongoing efforts to rectify them. In most lessons, pupils are able to self-regulate their behaviour without unnecessary intervention, but a small minority can appear dismissive and disengaged at times. Generally, senior pupils are mature and focused in their approach. For example, pupils in Year 11 demonstrated a sophisticated understanding and abhorrence of genocide and the casualties of war and discussed with confidence the issues relating to pacifism and conscientious objectors.
- 3.22 Pupils demonstrate good levels of social collaboration and their respect for each other is evident across ages and abilities. Nursery children are socially mature and happily share the nursery area with the older children in the setting, confidently choosing activities that interest them. At break time, it was evident that junior school pupils are socially aware and play well with each other, speaking happily about their playtime activities. Pupils demonstrate excellent collective behaviour whilst queuing sensibly for their breaktime snacks. Older pupils clearly treat younger pupils with respect. Senior pupils are successful in working collaboratively to achieve common goals, particularly in the context of sports teams or interhouse matches. Pupils in Year 8 worked collaboratively in geography on different types of erosion, demonstrating a good ability to tackle problems together. Pupils in Year 10 successfully negotiated whether to work on specialised exchange surfaces or the alveoli in the lungs. They discussed their findings and shared their knowledge, demonstrating excellent problem-solving skills and the ability to work effectively with others.
- 3.23 Pupils across the school demonstrate a good sense of social responsibility as they carry out the various leadership roles made available to them, such as head boy or girl, prefects and school council representatives. For example, the school council has recently secured a range of changes including the highly successful introduction of a wellbeing room and pastoral managers, improvements to the quality and variety of food at lunchtimes, and the provision of better quality sanitary products. Senior members are involved in ongoing discussions regarding the school uniform. Pupils participate in, and take leadership of, a range of charity and community events including collections for the local homeless, inviting vulnerable adults to the junior school Christmas play, and *Sharing Shoreham*, a series of termly events where pupil leaders host peers from local state schools in academic, cross curricular and sporting activities. Pupils enjoy raising funds for and supporting a wide range of local and international charities including collections for a local mental health charity, an LGBTQ charity and support for the Brighton marathon.
- 3.24 Pupils show appropriate respect for each other, their own cultures and those of others. Their cultural awareness is developed through the curriculum and pupils celebrate festivals from the major world faiths throughout the year. Pupils share experiences from their own faiths with other members of the school community. For example, junior school pupils are planning a trip to the local synagogue. Pupils' respect of diversity is excellent. They recognise the importance and benefit of PSHE lessons, and there is a real sense of inclusivity, stating, 'Everyone is included and accepted on the basis of nationality, gender and race; we know that it is okay to be different'. Pupils demonstrated excellent factual, unbiased knowledge during a PSHE lesson when discussing genders, transgender issues and that no one lifestyle is 'right'.

- 3.25 Pupils understand the importance of staying safe physically, mentally and online, and almost all those responding to the questionnaire, said they knew how to stay safe in this medium. Governors and senior leaders place a high priority on helping them to stay safe. Pupils speak freely and knowledgeably about the dos and don'ts of online life and understand the actions they should take to manage situations which may arise, for example, speaking to a trusted adult. Pupils spoke positively about the important role that PSHE and assemblies play in raising their awareness of online safety as well as a range of other issues including bullying, diet and relationships. Pupils understand very well the importance of healthy eating and appreciate the school's efforts to provide wholesome food at lunchtimes. During a discussion in PSHE, pupils in Year 7 gave advice on balanced diets and the impact of junk food on their skin during puberty. Pupils in Year 10 surveyed their peers in Spanish on what they like to eat and made appropriate judgements on whether this represented a healthy lifestyle. Pupils understand the importance of being physically healthy and spoke enthusiastically about the sports programme. They are aware of the benefits of positive mental health and discussion around this topic is encouraged from an early age. They appreciate the wellbeing room and support from pastoral staff, and feel that access to this important aspect of school life supports them in terms of their mental health.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended an assembly and a pupil council meeting. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Alexander Mitchell	Reporting inspector
Dr Bruce Waymark	Compliance team inspector (Deputy head, HMC school)
Miss Clare King	Team inspector (Head, ISA school)
Dr Mary Plint	Team inspector (Deputy head, HMC school)