



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**King Edward's School**

**January 2023**

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## School's Details

<b>School</b>	King Edward's School			
<b>DfE number</b>	800/6010			
<b>Registered charity number</b>	310227			
<b>Address</b>	King Edward's School North Road Bath Somerset BA2 6HU			
<b>Telephone number</b>	01225 464313			
<b>Email address</b>	reception@kesbath.com			
<b>Headmaster</b>	Mr Martin Boden			
<b>Chair of governors</b>	Mrs Winifred Thomson			
<b>Proprietor</b>	Governors of King Edward's School			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	1178			
	<b>Pre-prep and nursery</b>	105	<b>Juniors</b>	204
	<b>Seniors</b>	619	<b>Sixth Form</b>	250
<b>Inspection dates</b>	10 to 12 January 2023			

## 1. Background Information

### About the school

- 1.1 King Edward's School is an independent co-educational day school. Founded in 1552 by King Edward VI, it has a charitable foundation, whose trustees provide governance. The school's main site, on the edge of the city, accommodates the senior and junior schools for pupils aged seven and above. The pre-prep and nursery school is in the Weston district of the city, three miles from the main site.
- 1.2 Since the previous inspection, the school has created multi-use games areas at the pre-prep and junior schools. At the senior school it has extended the sixth form centre and added a drama centre, a modern languages block and extra science laboratories.

### What the school seeks to do

- 1.3 The school aims to provide a stimulating environment where pupils strive for excellence and acquire a lifelong passion for learning. It seeks to enable each pupil to fulfil their personal potential, governed by strong personal ethics, fully prepared for the challenges and opportunities of the world in the twenty-first century.

### About the pupils

- 1.4 Pupils come from a range of backgrounds, mostly from families living within Bath and its surrounding areas. Data provided by the school indicate that the ability of pupils is above average compared to those taking the same tests nationally. The school has identified 151 pupils as having special educational needs and/or disabilities (SEND), including dyslexia, dyspraxia, autism and attention deficit and hyperactivity disorder, of whom 80 receive additional specialist support. A small number of pupils have an education, health and care (EHC) plan. Fifteen pupils are identified as having English as an additional language (EAL), who receive assistance in this respect within the classroom and from specialist teachers. The most able pupils are identified within subject and other areas of learning, and extension opportunities are provided for them within the curriculum.

## 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. In addition, the standards relating to supervision and accommodation are also included. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Additionally, this visit serves as a material change visit to assess the school's proposal to increase its maximum pupil number to 1210 pupils.

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, 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 In the senior school, the school's GCSE and A-level results in the years 2020 to 2022 confirm that teaching enables pupils 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 wellbeing of the pupils.

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

### **3. Recommendation with regard to material change request**

#### **Summary of findings**

- 3.1 The school has requested an increase to its maximum pupil number from 1,150 to 1,210. In addition to the regulatory matters considered in the focused compliance inspection, inspectors also considered the suitability of the supervision of pupils and the accommodation provided in relation to the proposed increase in pupil numbers, with a particular focus on the pre-prep and nursery, where the highest proportionate increase in numbers is proposed.
- 3.2 The school was found to be compliant in all areas and is likely to remain compliant if the proposed increase in pupil numbers is implemented. The supervision of pupils in all sections of the school, including for those in the pre-prep and for children in the nursery, is suitable and sufficient to account for the small increase in numbers proposed. The accommodation available in all sections of the school is suitable and sufficient to absorb the small increase in numbers proposed. Staffing, teaching and safeguarding arrangements are sufficient across all sites to ensure appropriate provision can be made for the proposed additional pupils.

#### **Recommendation**

- 3.3 It is recommended that the increase in maximum pupil number from 1,150 to 1,210 be approved.



## 4. 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

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

- Pupils have deep knowledge and understanding of all areas of the curriculum as shown by their excellent attainment and achievement.
- Pupils have highly positive attitudes to learning, are motivated, enthused and have an outstanding work ethic.
- Pupils are erudite, listen with respect and present ideas coherently and enthusiastically.
- Pupils have secure study skills. They are analytical thinkers and well organised.

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

- Pupils exhibit mature, supportive and highly productive relationships with peers and staff.
- Pupils have a powerful understanding of their role and responsibilities and the effects of their actions on the community. They are strongly collaborative in their approach to all aspects of school life.
- Pupils show deep respect and tolerance and are inclusive of all, regardless of differences.
- Pupils' overall behaviour is excellent. However, a very small minority of senior pupils do not always meet the school's high expectations for their conduct in some lessons and at breaktimes.

### Recommendation

4.3 The school is advised to make the following improvements.

- Enable all senior pupils to consistently meet the school's high expectations of their conduct at all times.

### The quality of the pupils' academic and other achievements

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

4.5 Pupils' overall achievement across all age groups is outstanding and represents successful fulfilment of the school's aim for pupils to strive for excellence. Pupils' attainment at A Level in 2022 was strong, with almost three-quarters of results achieving an A\* or A. This high level of attainment mirrors the centre-assessed outcomes in 2020, when just under three-quarters of results achieved an A\* or A, and the teacher-assessed results in 2021, when over four-fifths of results achieved these grades. Pupils' attainment at GCSE in 2022 was also strong with nine-tenths of results at the top grades, 9–7. This

performance was also reflected in the centre- and teacher-assessed grades in 2020 and 2021. Data analysed suggest almost all pupils attain grades higher than expected for those of their ability. In the Early Years Foundation Stage (EYFS), from 2019 to 2022, a high proportion of children have met the expected levels in all their early learning goals at the end of their Reception year. Junior school pupils at the end of Year 6 achieve well above expectations for their age based on the school's own assessment framework. This level of attainment is a consequence of the pupils' highly positive attitudes to learning, supported by teaching which shows strong subject knowledge combined with comprehensive learning resources. Almost all Year 13 leavers go on to university, with a very large majority gaining a place at their first-choice destinations.

- 4.6 Pupils have excellent knowledge, skills and understanding across all areas of the curriculum. Pupils' scientific knowledge and understanding is profound, supported by strong skills of investigation. For example, Year 5 pupils' well-developed investigational skills enabled them to accurately determine which surfaces offer the least friction to moving objects. Pupils' knowledge of the humanities is well established. Year 12 pupils' extensive knowledge enabled them to successfully make comparisons between the fourth gospel and the synoptic gospels. Pupils' linguistic skills are strongly developed from an early age, enabling a high level of fluency across a range of modern foreign languages. Pupils are adept in art skills, demonstrating great creativity across a range of media. Year 10 pupils displayed sophisticated skills when drawing, overlaying and printing to produce images for their portfolios. Pupils develop deep knowledge and skills in music and drama. Year 9 pupils' sophisticated use of physical theatre techniques enabled them to present an accurate impression of a machine. Pupils have well-developed physical coordination as observed when Year 6 pupils performed with great dexterity when passing in hockey.
- 4.7 Pupils have excellent attitudes, successfully fulfilling the school's aim to develop their passion for learning. For example, Year 6 pupils participated in netball with committed enthusiasm despite the very cold and wet weather. Pupils readily offer answers to questions in class, maintaining effective focus and frequently recalling prior learning with accuracy. They arrive at lessons promptly and ready to learn. For example, EYFS children in personal, social and health education sat attentively, quickly becoming active participants in the reading of a story. Pupils are consistently positive, demonstrating resilience when completing difficult tasks, as when Year 13 pupils showed persistence when calculating forces in a lesson on mechanics. Pupils frequently collaborate in their learning, as when Year 8 pupils chose, during a wet break, to revise together for a Latin test. Pupils in all age groups produce excellent quality work in all subjects, diligently completing assignments to a high standard.
- 4.8 Pupils are successful communicators. They readily voice opinions in clear and succinct terms. Year 13 pupils showed excellent discussion skills in psychology when debating the challenges around exerting free will. Pupils have well-honed listening skills, supported by a strong, school-wide culture of showing respect for the views and opinions of others. For example, Year 11 pupils carefully considered each other's responses in physics to successfully agree potential examination answers. Year 8 pupils explained with fluency what they considered to be the most important cause of the English Civil War. Pupils have well-developed reading skills, many choosing to read for pleasure. Year 2 pupils demonstrated fluency in reading, supported by a strongly individualised approach in the early years that enables pupils to begin learning to read as soon as they are ready. The strong culture of reading, characterised by pupils walking around the school with books open, is underpinned by the trustees' provision of well-stocked libraries. Pupils are skilled writers. Their written responses across all subjects are detailed and eloquent, as seen in Year 13 pupils' descriptions about the carbon and water cycle in geography. Pupils make appropriate and accurate use of technical language. For example, Year 8 pupils in mathematics used correct terminology to describe transformation and translation. Many pupils are proficient in modern foreign languages, as observed in Year 7 when pupils confidently shared their secure knowledge of German words and phrases.
- 4.9 Pupils are proficiently numerate and enjoy the challenge of problem-solving. Year 12 pupils eagerly tackled problems on differentiation to successfully solve complex calculations. Year 2 pupils

demonstrated excellent numeracy skills when undertaking calculations using column addition. Year 4 pupils displayed rapid recall of number facts when answering times-table questions. Pupils' application of numeracy skills in other curriculum areas is a significant foundation for their success in learning overall. For example, Year 10 pupils' strong understanding of data-handling enabled them to accurately interpret information relating to levels of inflation in business studies.

- 4.10 Pupils have excellent study skills. They frequently use discussions to challenge their own understanding. Year 5 pupils framed thoughtful questions based on their own hypotheses to plan a science investigation. They have strong skills of analysis. For example, Year 6 pupils' detailed data analysis enabled them to successfully establish a relationship between the rising cost of wheat internationally and rising crime rates nationally. Pupils readily hypothesise, as seen when pupils in Year 7 found possible German verb endings by considering the application of grammar rules. They have well-developed higher-order thinking skills. Year 12 pupils in physics made excellent use of their theoretical understanding to investigate laws relating to light. Pupils readily and competently undertake research to support their learning using a range of sources including online. They make detailed notes which are carefully organised.
- 4.11 Pupils' achievements beyond the classroom are extensive, with high levels of individual success. Many pupils gain Duke of Edinburgh's awards at all levels. Pupils, both at junior and senior level, have achieved strongly in team sports, particularly in netball, hockey, rugby and cricket in local, county, regional and national tournaments. Pupils have competed successfully in public speaking competitions at national level. Pupils' performance skills are excellent, supported by school leaders' comprehensive provision of high-quality opportunities to perform in music and drama. Large numbers of pupils learn musical instruments and undertake speech and drama lessons, with many achieving highly in grade examinations. Pupils' engagement with the broad and varied extra-curricular programme is outstanding. In questionnaire responses, almost all parents agreed that the school provides a suitable range of extra-curricular activities. Inspection evidence confirms this to be true.
- 4.12 Pupils are highly confident and skilled in their use of information and communication technology (ICT). They competently compile presentations, research and revise online. Year 12 pupils demonstrated practised use of ICT to research appropriate photographic images for inclusion in projects. Pupils have strong coding skills. Year 8 pupils' coding expertise enabled them to create their own intricate musical compositions. Pupils understand how digital technologies can support their learning across the curriculum. For example, Year 7 pupils in English demonstrated proficient ICT skills in the creation of interesting interactive video animations about *Harry Potter*.

### **The quality of the pupils' personal development**

- 4.13 The quality of the pupils' personal development is excellent.
- 4.14 Pupils are highly self-aware and resilient, intentionally developed through the curriculum by staff from the nursery onwards. For example, EYFS children demonstrated growing self-awareness when explaining what they found difficult and what they tried hard to succeed in. Pupils understand the need to persevere when things are difficult and recognise the importance of learning from mistakes. Junior school pupils discussed the need to maintain a positive attitude when faced with challenging tasks. Year 3 pupils in design technology showed strong perseverance when following their own cross-stitch designs to successfully make fabric bookmarks. Pupils demonstrate an assured and quiet self-confidence. They recognise where they need to improve in their learning and strive to achieve this. For example, Year 13 pupils in physical education successfully reflected on their performance to find ways to improve further.
- 4.15 Pupils' social development and collaborative skills are strong. They develop consistently supportive relationships, both with peers and staff, creating a strongly cohesive school culture of mutual support. They are keenly aware of the need to care and nurture the world around them, readily recognising the needs of others with characteristics distinct from their own. Pupils generously celebrate the

achievements of others. In discussions, Year 11 pupils proudly identified others' significant accomplishments, for example in sport. Pupils work extremely well collaboratively. Year 2 pupils worked successfully together to build paper and card models of the Shanghai Tower. In Year 9 pupils' performance of a song from *Les Misérables*, every pupil confidently sang a solo, mutually encouraged by their classmates. Older pupils offer significant support to younger pupils in all sections of the school. Younger pupils readily acknowledged the beneficial support they had received from older pupils, when making the transition from juniors to seniors. In questionnaire responses nearly all parents agreed that the school helps pupils to develop strong teamwork and social skills. Nearly all pupils agreed that they and their peers readily help and support each other. Inspection evidence confirms these views to be true.

- 4.16 Pupils have a deeply embedded sense of public service to both their school and the wider community, strongly nurtured by the school's leaders. Pupils undertake extensive regular voluntary service within the local community. Junior school pupils eagerly assist with maintaining the tidiness of the school site by volunteering to litter pick at lunchtimes. Older pupils offer considerate and caring support to younger peers, as when Year 10 pupils mentor Year 6 pupils preparing to progress into the senior school. They demonstrate strong environmental awareness. For example, pupil members of the eco club successfully initiated the drive to reduce food waste throughout the school. Pupils actively engage with fundraising for local charities, for example through extensive ongoing support for a local foodbank. Many pupils chose to run a half-marathon to raise funds for a local hospice. They have supported national charities for the homeless at Christmas and international development organisations. Pupils, at their own instigation, have organised events such as cake sales, to raise substantial funds to build school facilities in Africa. Pupils take an active role in trying to find ways to improve and develop their school, such as through the school councils in each section. In this way they have been successful in gaining improvements to their school environment. For example, Year 1 pupil school council members successfully contributed ideas that led to improvements to their playground equipment.
- 4.17 Pupils are confident decision-makers. They express their preferences clearly, but recognise that within a complex community, their views may not always prevail. Children in the EYFS make excellent choices of activities in their learning, willingly engaging with tasks they find challenging. Junior school pupils demonstrated in an assembly a clear understanding of the steps they needed to take to achieve their goals and aspirations. Older pupils displayed well-reasoned decision-making skills when explaining how they had chosen which subjects to study at GCSE and A level. Pupils are realistic when faced with difficult life choices, recognising a need to balance ambition and well-being. When given choices in lessons, pupils make sensible and rational decisions.
- 4.18 Pupils' respect for diversity and their cultural understanding are excellent. They recognise the rich diversity of the modern world and strive to be inclusive of those who are different to themselves, such as those with protected characteristics. Older pupils in the Pride society demonstrated a mature understanding of the diverse needs of peers in the school community by designing a display to celebrate and promote difference. Older pupils have taken the initiative to develop poster campaigns to ensure that peers understand the unacceptability of sexual harassment. Younger pupils willingly share their own cultural backgrounds with peers, who reciprocate by showing enthusiastic interest in the diversity of cultures. For example, Year 4 pupils have made presentations on the Chinese lunar calendar to enthusiastic peers of all backgrounds. Almost all parents in questionnaire responses agreed that the school actively promotes values of democracy, respect and tolerance of other people. Inspection evidence fully supported this view.
- 4.19 Pupils' spiritual understanding is excellent. They enthusiastically engage with challenging philosophical ideas. For example, Year 9 pupils presented persuasive arguments in their written work for and against the existence of God. They have high levels of awareness and intellectual curiosity across a broad spectrum of topics including music, art and drama. For example, pupils succinctly described the emotional impact of music pieces, such as a Haydn symphony. They are deeply reflective

in their creative responses, as when Year 9 pupils produced expressive pencil line drawings in art. Pupils have a sincere appreciation for the non-material aspects of life, as seen in their determination to improve the environment in the school and globally. Year 7 pupils responded with sensitivity and wonder in an assembly to images and ideas about a climate change sustainability project, showing understanding of the changes they could make now and in the future.

- 4.20 Pupils have an excellent awareness of how to keep themselves safe and remain healthy. They have a realistic understanding of the dangers posed by the online world. Year 11 pupils readily articulated the practical steps they take to remain safe in a digital environment. They understand how to navigate the complex dangers of modern life, for example those presented by drugs and alcohol, and meet these head-on with confidence and self-assurance. They understand the link between physical fitness and regular exercise, as seen by the high levels of participation in the extensive range of extra-curricular sporting activities offered by the school. Pupils appreciate the importance of a balanced diet, as evidenced by the large number of pupils who chose healthy options, such as fruit, at breaktimes. Pupils also recognise when they might benefit from additional advice and support and readily request such help from staff at the school's health and well-being centre. They understand that good mental health is supported by maintaining an effective balance between work and rest and play.
- 4.21 Pupils' moral understanding is well embedded. They have a sophisticated and nuanced understanding of global ethical issues. For example, Year 9 pupils writing in religious studies successfully navigated the complex ethical arguments around whether humans should knowingly cause the extinction of a species for the good of humanity. Nearly all pupils consistently behave well and in line with the school's high expectations. Pupils in the pre-prep have an excellent standard of behaviour and willingly adhere to the rules they are given. During lunch and breaktimes, their behaviour is consistently constructive, for example by conscientiously helping staff with clearing plates from the lunch tables. Junior school pupils respond well to directions from staff and accept any necessary correction with good will. Senior school pupils almost always behave appropriately and respectfully, understanding and complying readily with the school's rules applying to their age group. A few senior pupils were observed at times being less respectful to staff, for example in lessons where the teaching was less engaging, and on occasions to each other, for example when interacting at breaktimes.

## 5. Inspection Evidence

5.1 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 assemblies. 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 Matthew Lovett	Reporting inspector
Dr Ruth Weeks	Accompanying inspector
Ms Joanne Hayward	Compliance team inspector (Head, HMC school)
Mrs Helen Andrews	Team inspector (Retired head of pre-prep, IAPS school)
Mrs Naomi Fowkes	Team inspector (Former proprietor, ISA school)
Ms Julia Bowden	Team inspector (Deputy head, HMC school)
Mrs Sandra Clements	Team inspector (Retired deputy head, GSA school)
Mrs Diane Durrant	Team inspector (Retired head, SofH school)
Mr Stuart Thompson	Team inspector (Former deputy head, GSA school)