



**ISI** Independent  
Schools  
Inspectorate

## **Focused Compliance and Educational Quality Inspection Reports**

**Norwich School**

**September 2019**



## Contents

<b>School's Details</b>		<b>3</b>
<b>1. Background Information</b>		<b>4</b>
About the school		4
What the school seeks to do		4
About the pupils		4
<b>2. Regulatory Compliance Inspection</b>		<b>5</b>
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
<b>3. Educational Quality Inspection</b>		<b>8</b>
Preface		8
Key findings		9
Recommendation		9
The quality of the pupils' academic and other achievements		9
The quality of the pupils' personal development		11
<b>4. Inspection Evidence</b>		<b>14</b>

### School's Details

<b>School</b>	Norwich School			
<b>DfE number</b>	926/6124			
<b>Registered charity number</b>	311280			
<b>Address</b>	Norwich School 71a The Close Norwich Norfolk NR1 4DD			
<b>Telephone number</b>	01603 728442			
<b>Email address</b>	enquiries@norwich-school.org.uk			
<b>Head Master</b>	Mr Steffan Griffiths			
<b>Chair of governors</b>	Mr Patrick Smith			
<b>Age range</b>	11 to 18			
<b>Number of pupils on roll</b>	924			
	<b>Seniors</b>	598	<b>Sixth Form</b>	326
<b>Inspection dates</b>	17 to 19 September 2019			

## 1. Background Information

### About the school

- 1.1 Norwich School is an independent co-educational day school for pupils aged between 11 and 18 years. It was founded in the eleventh century as part of the Benedictine priory which was part of Norwich Cathedral. The cathedral choristers are educated at the school. The school is an educational charity whose Council of Management have overall governance responsibility for and exercise oversight of the school's activities, as well as those of its sister school, Norwich Lower School. Norwich School is divided into two sections, the Senior School (11 to 16 year olds) and the Sixth Form (16 to 18 year olds). Most pupils join the school at 11, 13 or 16 years. Since its previous inspection, the school has refurbished several teaching areas and has extended its outreach provision for pupils in other local schools.

### What the school seeks to do

- 1.2 The school's ethos combines learning and scholarship with Christian values. It aims to produce scholarly, reflective young people who are capable of handling difficult concepts and expressing profound thoughts. To this end it seeks to provide a broad education which equips pupils for leadership and service. To this end it seeks to provide academic depth and co-curricular breadth, which develops the diverse talents of all and equips pupils for leadership and service.

### About the pupils

- 1.3 Pupils come from a range of professional and business backgrounds, mostly from white British families living within a 15-mile radius of the school. Data provided by the school show that pupils' ability on entry into Year 7 is above average for those taking the same test nationally. The school has identified 83 pupils as having special educational needs and/or disabilities (SEND), 22 of whom receive additional specialist help. Three pupils have an education, health and care plan. English is an additional language (EAL) for 25 pupils, all of whom receive specialist support. The school has identified 69 pupils as being the most able in its population, and the curriculum is modified for them and for 107 other pupils because of their special talents including in sport, music and drama.

## 2. Regulatory Compliance Inspection

### Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements, and no further action is required as a result of this inspection.

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

- 2.2 At GCSE in the years 2015 to 2017, performance has been well above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2015 to 2017 have been well above the national average for sixth formers in maintained schools.
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

### **PART 3 – Welfare, health and safety of pupils**

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

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

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

### **PART 5 – Premises of and accommodation at schools**

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

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

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

## **PART 6 – Provision of information**

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

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

## **PART 7 – Manner in which complaints are handled**

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

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

## **PART 8 – Quality of leadership in and management of schools**

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

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

### 3. Educational Quality Inspection

#### Preface

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

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

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

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

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

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

<i>School name</i>	<i>National Curriculum name</i>
Lower Four	Year 7
Upper Four	Year 8
Lower Five	Year 9
Middle Five	Year 10
Upper Five	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13



## Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils' academic achievement is excellent, as evidenced by their well-above-average performance at GCSE and A level compared to that of pupils in maintained schools.
  - Pupils, including those with SEND and EAL, make excellent progress from their different starting points.
  - Pupils show extremely positive attitudes throughout the school and in all curriculum areas, learning to work successfully, both as individuals and with others.
  - Pupils reach high standards in a range of sports and in music, as well as in a large number of other non-academic activities.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils' development of spiritual awareness is extremely strong.
  - Pupils show extremely well-developed social and moral awareness in their behaviour and attitudes to others.
  - Pupils throughout the school make excellent contributions to the school and the wider community.
  - Pupils develop a strong knowledge of, and appreciation and respect for, their own and others' cultures and traditions.

## Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider the following recommendation:
- Enhance younger pupils' independent learning and information and communication technology (ICT) skills, by giving them more opportunities in the classroom to develop these skills.

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

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 The following analysis uses the national data for the years 2016 to 2018. These are the most recent three years for which comparative statistics are currently available. In the period 2016 to 2018, 78% of pupils achieved grades at A\* or A or equivalent in GCSE examinations, compared to around 20% nationally. In the same period, 85% of pupils gained grades A\*, A or B compared to around 51% nationally. Results in 2019 suggest that similar levels of attainment have been maintained. Pupils' levels of attainment, as indicated by the evidence from lesson observations, interviews with pupils and scrutiny of their work, together with standardised measures of progress, show that pupils make excellent progress over time. This includes pupils with SEND and those with EAL. Improvement in areas where pupils' performance had previously been relatively weaker shows the effectiveness of school leaders in addressing the recommendation from the previous inspection. This was to enhance the quality of teaching and marking by the vigorous exchange of best practice. Pupils' achievement has been enhanced by the development of courses and the promotion of teaching techniques which correspond even more closely to pupils' abilities and interests. Pupils' academic achievement makes an extremely strong contribution to their preparation for the next stage of their education and their future careers.

- 3.6 Pupils develop extremely good communication skills, both in English and in a range of modern foreign languages. This was evident from pupils' performance in lessons, as well as in examples of written work examined by inspectors. Pupils in an English lesson in Year 12 made extremely perceptive and detailed comments about the poems they were studying, accurately using appropriately literary terminology. They also made insightful links between their learning in different subjects, for example by comparing the use of 'parallax' in a poem to its employment in a scientific context. In a lesson in Year 11, pupils communicated accurately and confidently in Spanish with one another and with the teacher, successfully responding to the high level of challenge represented by the teacher's fluent and sophisticated modelling of the language. Their written work showed their secure grasp of complex and unfamiliar vocabulary and structures, such as the use in Spanish of the imperfect subjunctive. Pupils, including those with EAL, showed extremely good oral communication skills as they clearly and coherently described their experience of the school.
- 3.7 Pupils' highly-developed numeracy skills are in evidence throughout the school. In a mathematics lesson in Year 10, pupils showed their excellent understanding of principles and processes in solving a trigonometry problem. The teacher ensured that pupils understood the task clearly, as well as the importance of adopting appropriate techniques. In a Year 9 lesson, the teacher ensured that relatively lower-attaining pupils were able to understand and apply the concept of negative indices to the problem they were attempting to solve. Pupils successfully apply their mathematical skills in a range of subjects and disciplines. Examination of work done by Year 10 pupils in physics showed that the pupils can make accurate calculations in solving complex problems. The teachers' contribution to pupils' achievement in this respect was evident in the clear and precise comments they had made about priorities for improvement and in pupils' subsequent correction of their work.
- 3.8 Pupils develop at least good and often excellent ICT skills. Pupils in Year 13 used their extremely well-developed skills in order to research and develop ideas for their 3-D design projects. The governing body, working closely with school leaders, has successfully promoted pupils' learning in this area by ensuring that teachers and pupils benefit from using up-to-date equipment and resources. School leaders, however, recognise the need to enable younger pupils to enhance their ICT and independent learning skills by using devices routinely during lessons across the curriculum.
- 3.9 Pupils throughout the school show very well-developed listening and analytical skills. Older pupils show excellent independent learning and research skills. In a Year 11 geography lesson, pupils maturely and confidently discussed and assessed the reliability and accuracy of their fieldwork skills. They demonstrated excellent skills of reflection and evaluation in hypothesising about the implications for their work. In both English and Latin lessons in Year 7, pupils were able to formulate and justify hypotheses about the origins of, and links between words. The overwhelming majority of pupils who responded to the pre-inspection questionnaire agreed that teachers help them if they have problems with their work, and that teachers encourage them to think and learn from themselves. In discussions with inspectors, pupils confirmed that they knew how well they were doing and what they needed to do to reach their targets. They said that this was because of the quality and extent of the help, including written and oral feedback, they received from their teachers.
- 3.10 Pupils of all ages and abilities make excellent progress in developing their knowledge, understanding and skills, in a wide range of disciplines and subjects, including science, physical education and the creative and performing arts. In a chemistry lesson, Year 10 pupils demonstrated an excellent knowledge and understanding of the difference between mixtures and compounds, referring to chemical bonding and the idea of separation. The large number of pupils taking part in rehearsals for the house music competition sang extremely well. In discussions with inspectors, pupils expressed their appreciation of the wide range of sporting and other physical activities available to them, and the way in which staff encourage and enable pupils of all abilities to fulfil their potential in these areas. In their responses to the pre-inspection questionnaire, almost all the parents agreed that their children benefit from a suitable range of subjects and extra-curricular activities, and that teaching

enables their children to make progress. In responding to their own questionnaires, staff expressed similarly positive views. Pupils' excellent achievement is strongly enhanced by teachers' enthusiasm for their excellent knowledge of their subjects and disciplines, and their ability to plan suitably challenging and stimulating activities. This, together with the way in which staff who have particular responsibility for supporting pupils with additional needs deploy their expertise, enables those with SEND and EAL to achieve as well as their peers.

- 3.11 Pupils in all year groups show highly positive attitudes to learning. Teachers' high expectations and their establishment of a stimulating environment for learning throughout the school, ensure that pupils engage fully with tasks and activities. Pupils maintain their focus throughout lessons. They participate maturely and enthusiastically in classroom debates and discussions, showing that they are willing and able to learn from one another as well as from teachers. Pupils' enthusiasm for learning, their assiduous response to teachers' advice, and their strong desire both to improve their own performance and to help others to do the same are evident throughout the school. This demonstrates the school's success in fulfilling its aims.
- 3.12 On leaving the school, most pupils gain entrance to universities and courses with demanding entrance requirements. Pupils achieve high levels of success in many areas, including in national competitions in biology, chemistry, mathematics and music. Recently, pupils gained first place in a national 'mock trial' competition. A large number of pupils gain prestigious qualifications in music and in public speaking. Many gain places in local, regional and national choirs and orchestras. Pupils have many opportunities to take part in drama productions. In 2018, sixth form pupils wrote and performed their own play, both in their own and in other local schools, on the dangers of social media. A large number of pupils achieve the top award in the Duke of Edinburgh's Award Scheme. School teams regularly compete at a high level, regularly winning regional and national competitions in cricket, rugby and rowing. Pupils represent their country in several sports, including rugby and gymnastics. The school strongly promotes participation in sport and physical activity for pupils of all abilities and encourages and supports them so that they can reach their potential.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils throughout the school demonstrate their strong development of self-confidence, self-esteem and self-awareness. In conversations with inspectors, as well as in lessons and other activities, pupils showed their maturity and quiet self-assurance, as well as a well-founded pride in their own and others' achievements. The vast majority of parents who completed the pre-inspection questionnaire agreed that the school helps their children to be confident and independent. Many of them commented favourably on the ways in which the school had successfully fostered their children's development in these respects. Pupils who have joined the school this term spoke very warmly about how quickly they had settled, thanks to the support they had received from their fellow pupils, as well as from staff. Year 11 pupils in a design class self-assuredly reviewed their own work and were able to describe in detail how they intended to improve their performance with regard to their coursework project. Pupils with SEND are helped to make excellent progress in developing their self-confidence and self-esteem by specialist staff who fully appreciate the importance of these factors in raising pupils' achievement. These examples highlight the school's successful promotion of pupils' self-confidence and self-awareness, in accordance with the school's aims.
- 3.15 Pupils develop strong decision-making skills, which are apparent in a range of activities and areas across the school. In their conduct in lessons and around the school, pupils clearly demonstrated that they understood the consequences of their actions in terms of their impact on others. In responding to teachers' questions in lessons, pupils showed respect and sensitivity for others in deciding when to volunteer an answer and when to let others do so. Older pupils in particular showed an excellent ability to choose which evidence to deploy in formulating their answers and in

justifying their views. Sixth form pupils showed that they were very well aware of which factors to prioritise when choosing their A level courses and in making university applications. They also confirmed how helpful their teachers and tutors had been in this respect. Pupils in all year groups benefit from many opportunities to develop their leadership skills, for example in representing their fellow pupils in consultative committees, as well as in captaining sports teams and leading activities in music and drama.

- 3.16 Pupils show an extremely well-developed understanding of and appreciation for the non-material aspects of life. This was apparent from their wholehearted and enthusiastic participation in singing in musical rehearsals, as well as in their responses, sometimes emotional, to others' performances. Pupils' excellent art work, in their portfolios and displayed around the school, demonstrates their ability to express emotions and feelings in a variety of media, including drawing, painting and sculpture. Pupils who had contributed to the production of an anthology of poetry and photography commemorating the hundredth anniversary of the end of the First World War showed an excellent understanding of the impact of war on people's lives. Pupils spoken to confirmed that in religious studies lessons they are able to develop a strong understanding for and appreciation of the spiritual aspects of different faiths. Pupils also spoke eloquently of the many opportunities they had for reflection in assemblies in the cathedral as well as of the calming effect produced by services there.
- 3.17 Pupils show excellent moral development in their response to the school's strong focus on promoting kindness towards and respect for others, in line with its aims and ethos. Their often exemplary behaviour in lessons and around the school, as well as the courtesy and consideration they show to one another and to adults demonstrate their highly positive attitudes. In their responses to the pre-inspection questionnaire, almost all the pupils confirmed that they agreed that the school expects them to behave well. The views expressed by parents and staff about the school's success in promoting good behaviour were also extremely positive. In discussions with inspectors, pupils emphasised that they are able to learn and to play in a calm and supportive environment. Older pupils, for example as prefects, as well as senior, academic and pastoral staff, provide extremely positive role models in terms of their approach to others. This confirms leaders' success in establishing very high expectations of conduct for all members of the school community, and in ensuring that they are met.
- 3.18 Pupils of all ages demonstrate very strong social awareness. Pupils work collaboratively and to very good effect in a wide range of situations because staff give them a suitable variety of well-structured tasks. In a Year 10 tutor group session, pupils showed excellent group working skills as they discussed how best to build a tower using spaghetti and then in co-operating to complete its construction. Year 11 pupils in a religious studies lesson discussed their understanding of the concept of poverty very maturely before presenting their findings to others and listening attentively to their responses. In several lessons, inspectors observed pupils responding extremely positively and maturely to opportunities to assess one another's work. Pupils make extremely good use of an extremely wide variety of opportunities provided by the school to develop their social and collaborative skills. These include participation in an extensive range of musical, dramatic and sporting activities.
- 3.19 Pupils display a highly developed understanding of the importance of contributing to both the school and the wider community. The school enables pupils of all ages to benefit from a wealth of opportunities to take on positions of responsibility, as prefects and mentors, and as members of pupil-led committees, such as the food committee. Pupils make a strong contribution to the community outside the school by raising considerable sums of money for local, national and global charities and in community projects, many of which they organise themselves. As well as charity fundraising events such as the annual fashion show, house 'danceathons' and a sponsored bicycle ride to battlefields in northern France, pupils help to teach younger pupils in the Lower School, for example in sport and modern foreign languages. Pupils' understanding of the experience of different

groups of people is enhanced by their performance in drama productions for pupils in local special schools and by learning to sign for pupils with hearing impairment.

- 3.20 Pupils develop a strong and deep appreciation of and respect for their own and other cultures and traditions. Pupil's understanding and support for the key values that underpin life in modern Britain, including democracy and the rule of law, are evident from their attitudes and behaviour, and from the views they express. This is very closely linked to the school's ethos, which it successfully promotes through assemblies, house meetings, and throughout the curriculum, including the personal, social and health education programme. Pupils celebrate Trafalgar Day, in memory of Lord Nelson, one of the school's former pupils, as well as Remembrance Day. Pupils' appreciation is strongly enhanced by their enthusiastic participation in the festivals of a range of the different cultures and religions, such as Chinese New Year, represented in the school and in the wider community. Pupils also learn a great deal by taking part in regular exchanges organised by the languages department and in visits to countries as diverse as Peru, Madagascar and Borneo. In lessons and other school activities, inspectors observed pupils from different backgrounds interacting harmoniously.
- 3.21 Pupils of all ages, in lessons and other activities, as well as in discussions with inspectors, showed their excellent understanding of how to keep themselves safe. They show a very strong awareness of safe practices in using ICT, including mobile devices, when accessing the internet and responding to text and social media messages. Pupils confirm that they feel very safe in the school's premises and in moving through areas where members of the public are present, including the Cathedral and its immediate surroundings. This is because the school makes sure that there is a sufficient staff presence, and that pupils are able to assess risks appropriately and know exactly what to do if they feel threatened in any way. Pupils in their questionnaire responses and in discussions confirm that they trust the school to keep them safe, and parents agree. Pupils show that they appreciate the benefits of exercise, by participating in the very wide range of sporting and other physical activities provided by the school. They also show a strong awareness of the importance of a healthy diet, and are well catered for in this respect in the school dining hall. Older pupils confirm that the school takes a proactive approach to promoting mental health, which they feel enhances their well-being, and their preparation for life after school.

## 4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair and two other governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Robin Gaff	Reporting inspector
Mr Adrian Meadows	Compliance team inspector (Headteacher, SofH school)
Mrs Francesca Bradbury	Team inspector (Deputy headteacher, IAPS school)
Mr Richard Feldman	Team inspector (Director of reports and reviews, HMC school)
Mr Stephen Hardy	Team inspector (Assistant head, HMC school)
Mr Graham Letley	Team inspector (Deputy head, HMC school)