



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Bolton School Girls' Division

April 2023

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School's Details

School	Bolton School Girls' Division		
DfE number	350/6015		
Registered charity number	526618		
Address	Bolton School Girls' Division Chorley New Road Bolton Lancashire BL1 4PB		
Telephone number	01204 840201		
Email address	info@boltonschool.co.uk		
Head of Foundation	Mr Philip Britton		
Head of Girls' Division	Mrs Lynne Kyle		
Head of Primary Division	Mrs Susan Faulkner		
Chair of governors	Mr Ian Riley		
Proprietor	Board of Governors of the Bolton School Foundation		
Age range	7 to 18		
Number of pupils on roll	1033		
		Juniors	170
	Seniors	649	Sixth Form 214
Inspection dates	18 to 20 April 2023		

1. Background Information

About the school

- 1.1 Bolton School Girls' Division is an independent day school for female pupils. Founded in 1877, the school is part of the Bolton School Foundation. It shares a campus with the Boys' Division and Primary Division which includes a co-educational nursery and infant school. In the sixth form, pupils from the Girls' and Boys' Divisions access shared recreational and study facilities and are taught together for a small number of A-level subjects. The foundation owns an outdoor activity centre in the Lake District which pupils visit regularly.
- 1.2 The foundation is a charitable trust, overseen by a single board of governors. Since the previous inspection a new chair of governors, head of foundation and head of the Girls' Division have been appointed.

What the school seeks to do

- 1.3 The school seeks to realise the potential of each pupil through providing challenge, encouraging initiative, promoting teamwork and developing leadership capabilities. It aims to develop self-confident young people who are equipped with the knowledge, skills and attributes that will allow them to lead a happy and fulfilled life and to make a difference for good in the wider community.

About the pupils

- 1.4 Pupils come from a wide catchment area covering Lancashire and Greater Manchester. Pupils come from diverse backgrounds which mirror the school's catchment area. One in five pupils in the senior school receives means-tested support from the school. Nationally standardised test data provided by the school indicate that the ability of pupils in both the primary and senior schools is above average. The school has identified 127 pupils with special educational needs and/or disabilities (SEND). These include dyslexia, dyscalculia, dyspraxia and autism spectrum disorder. Forty pupils receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 70 pupils, five of whom are supported by specialist teaching. The school provides pupils with particular gifts and talents with opportunities to excel through varied learning approaches within the classroom and a programme of extension activities beyond the classroom.

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. 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](#).

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 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 2019 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. 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'.

Key findings

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

- Pupils attain at exceptionally high levels in public examinations and achieve consistently high levels of knowledge, skills and understanding at all ages.
- Pupils are highly articulate and demonstrate excellent communication skills.
- Pupils are highly motivated and have outstanding attitudes to learning.
- Pupils achieve exceptionally high levels of success in diverse extra-curricular activities.

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

- Throughout the school pupils demonstrate notably high levels of self-confidence, self-awareness and self-discipline.
- Pupils are empathetic, respectful and tolerant; they value and celebrate the school's rich diversity.
- Pupils' social development is excellent; they collaborate extremely well to achieve common goals.
- Pupils have an exceedingly strong sense of community, showing a deep commitment to service and contributing positively to the lives of others within school and beyond.

Recommendation

3.3 The school is advised to make the following improvements.

- Ensure pupils are inspired to take greater risks in their learning through more fully sharing best practice in teaching, particularly that which provides ambitious challenge and responds to pupils' needs.

The quality of the pupils' academic and other achievements

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

3.5 Pupils throughout the school achieve consistently high academic standards, evident in lesson observations, scrutiny of their work and their exceptionally high levels of attainment in external examinations. In 2022 over half of the grades awarded at A level were at A* or A and over two-thirds of grades at GCSE were at the highest level. These extremely high levels of attainment mirror the results achieved by pupils over the past four years. In the junior school, by the end of Year 6, pupils' attainment is equally high with the vast majority achieving levels in English and mathematics which are well above national age-related expectations.

- 3.6 Data provided by the school indicate that almost all pupils, including those with SEND and EAL, make rapid progress from their varied starting points. They attain at levels higher than expected for those of similar ability. School leaders' implementation of rigorous systems to assess and monitor pupils' progress is a key factor in ensuring that all pupils achieve their potential. In discussions with pupils, they were keen to acknowledge the support and encouragement provided by their teachers and peers, particularly through supportive clinics, which they feel are an important contributor to their success. A very large majority of parents in the questionnaire agreed that teaching enables their child to make progress and that pupils' particular individual educational needs are met effectively.
- 3.7 Pupils demonstrate excellent levels of knowledge, skills and understanding and apply these successfully across all areas of their learning, both within and beyond the classroom. Junior pupils develop a depth of understanding which is often well beyond that expected of their age, as a result of high-quality specialist teaching and facilities. For example in computer-aided design (CAD) club, Year 4 pupils demonstrated strong understanding of how to import an image into 2D design and vectorise it, so it could be sent to the laser cutter. Pupils of all ages explore ideas in depth, drawing on their knowledge from prior learning. Year 12 pupils recalled what they had learnt about coastal landscapes during a snowy trip to Scarborough and used this information to explain constructive and destructive waves and the landforms created. Pupils' skills in creative arts, and in design and technology (DT), are extremely well developed. This is seen by the high quality of work displayed around school and their confident design and realisation skills displayed in lessons.
- 3.8 Pupils' rapid development in their knowledge and understanding is due to the high expectations set by their teachers. In a Year 10 practical biology lesson, pupils explored transmission of communicable diseases through devising a process to compare the effectiveness of antimicrobial substances, accurately explaining methods to avoid contamination. Such progress is in response to teaching methods which engage their interest and leave them eager to find out more. A very large majority of pupils who responded to the inspection questionnaire agreed that their skills and knowledge improve in most lessons, that their teachers know their subjects well, and know how to help them learn. A minority commented that they did not always find all lessons interesting. Inspectors observed that, while in most lessons pupils of all abilities and learning needs are challenged effectively, in a very small number of lessons pupils' understanding was not always accurately assessed at the start of the lesson. Subsequent activities did not then provide sufficient challenge to allow them to expand their learning beyond set tasks.
- 3.9 Pupils are highly articulate communicators. They listen carefully to each other and contribute fully to debate and discussion in lessons. They challenge others' opinions respectfully and argue logically, as demonstrated in a Year 7 English lesson where pupils discussed successfully the inferences in advertisements. Pupils' communication skills are honed by the many opportunities provided by the school, such as dedicated oracy lessons for the youngest pupils, presentations in lessons and assemblies, and debating in foreign languages as well as in English. Pupils' vocabulary and comprehension develop rapidly as a result of school leaders' focus on reading for pleasure, in which pupils participate readily in morning registration time. They write with fluency and sophistication, expressing themselves coherently and displaying a secure grasp of subject-specific vocabulary. Pupils' knowledge and application of grammatical concepts is particularly advanced. In Year 7, pupils skilfully completed a challenging translation exercise from English into French, showing an excellent grasp of verb paradigms, adjectival endings, and varied vocabulary.
- 3.10 Pupils' mathematical achievement is outstanding and they employ their numeracy skills extremely effectively across the curriculum. Younger pupils are confident and inquisitive mathematicians, applying their skills particularly well to problem-solving, as demonstrated by Year 6 pupils who described the different strategies they had used to calculate accurately the area of a triangle. Pupils are adept in explaining how they have reached an answer, using correct mathematical terminology. Year 8 pupils confidently manipulated Pythagoras problems and were able to explain accurately how to find unknown side lengths. Pupils perform highly in the mathematical requirements of A level and

GCSE subjects such as the sciences, psychology, geography and economics. In a Year 11 chemistry revision lesson, pupils drew on their mathematical skills successfully to solve equations and calculate ratios, percentages and mass. Year 6 pupils explained how they used numeracy skills to assist them when planning their house charity afternoon, identifying costs and profit margins. Pupils throughout the school clearly enjoy mathematics and are eager to extend themselves through participation in external competitions where they achieve high levels of success.

- 3.11 Pupils are highly competent in their use of ICT and use it routinely and unobtrusively to enhance all aspects of their learning. This is as a result of the commitment of school leaders and governors to provide every pupil with their own device and their related investment in this area. From a young age, pupils apply their skills ably across varied devices, operating systems and learning platforms. Year 6 pupils used green screen technology to create their own video presentations on the impact of climate change. Sixth-form pupils used music publishing software to create and refine their own compositions successfully. Pupils of all ages made extensive use of computer assisted design software to experiment and refine their ideas in textiles and product design.
- 3.12 From a young age, pupils' study skills develop rapidly, supported in the junior school by a set of identified 'habits': curiosity, creativity, compassion, collaboration, commitment, challenge, communication and celebration, which provide a framework of learner attributes. As they progress through the school, pupils demonstrate an ability to think critically and creatively and are eager to clarify and challenge their own understanding to reach a satisfactory conclusion. In science, Year 6 pupils used skills of analysis and hypothesis to classify correctly a duck-billed platypus as a mammal. Year 10 pupils demonstrated outstanding analytical skills in religious studies, as they explored Christian beliefs of evil, accurately linking theodicy to the story of original sin with Adam and Eve. They presented balanced arguments in response to skilful questioning, synthesising information with ease. Older pupils are excellent notetakers and annotators, both on paper and using technology.
- 3.13 Collaboration between pupils is a real strength and has a noticeable impact on their achievement, as they support each other with their understanding. For example, Year 10 pupils in physics shared successfully their knowledge of how to calculate the extension of a spring for different loads. Pupils work purposefully together, discussing their learning and sharing ideas in equal measure. Year 9 pupils respectfully reviewed each other's work in Spanish, identifying ways to improve each other's writing. Pupils of all ages are diligent, resourceful and highly motivated to do well. In almost all lessons and extra-curricular activities pupils' concentration levels and effort are extremely high. Pupils respond positively to opportunities to show their independence through open-ended questions and projects. Junior age pupils respond enthusiastically to learning challenges which allow them to pose their own questions on a given topic and then research and present their response in a format of their choice. Older pupils enjoy taking responsibility for their own learning. This is evident in the high number of Year 11 pupils who opt to study for an additional GCSE in further mathematics in their own time, and those sixth-form pupils who choose to complete the extended project qualification.
- 3.14 Pupils achieve at an exceptionally high level in a very wide range of activities beyond the curriculum. High levels of success and participation are achieved in sport, as a result of the excellent support provided by staff, whether through the school's elite athletes programme or the provision of new sports and fitness opportunities. School teams and individuals, in both the junior and senior schools, have achieved high levels of success at regional, county and national level in sports such as water polo, lacrosse, basketball, swimming, netball, football, hockey, badminton, tennis and athletics. Pupils' skills in music and the performing arts develop rapidly. High numbers of pupils learn to play a musical instrument, performing expertly in choirs and ensembles with pupils from across the foundation. They achieve notably high levels of success in music and public speaking examinations, including regional successes in the English Speaking Union Shakespeare competition.
- 3.15 In academic competitions, the participation rate is extremely high. Pupils achieve outstanding levels of success in science Olympiads and CREST awards, UK Mathematics challenges, and UK computational thinking challenges. Pupils of all ages take full advantage of the vast array of opportunities available

to develop new interests or to extend existing ones, such as learning a new language, playing chess or bridge, and setting up their own business through the Year 8 'seed money' task. They are eager to share their own interests with others and take an active role in organising their own clubs, such as the Afro-Caribbean club and crochet club. Pupils' participation rates in the Duke of Edinburgh's Award scheme (DoE) are extremely high through to gold level. Almost all parents agreed that the school provides a suitable range of extra-curricular activities. Pupils in all year groups commented positively about the many opportunities provided by the school and the outstanding support that they receive from their teachers and school leaders.

The quality of the pupils' personal development

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 Pupils throughout the school display notably high levels of self-confidence and self-discipline. This is evident in their academic studies and beyond the classroom. They are well-rounded individuals who are very self-aware and comfortable to be themselves. Pupils from all year groups described the strong impact of their experiences in the outdoor learning programme, including the DoE award scheme and visits to the school's Lake District centre. They say these are instrumental in helping them to develop the resilience, perseverance and flexibility necessary to cope with any challenges. In discussions, pupils reflected with maturity on their own strengths and weaknesses and how they might improve, guided by clear feedback from their teachers. Younger pupils spoke confidently of their targets in each subject and how teachers' always help them to identify what they might do better. In physical education lessons, pupils analysed their own and their peers' techniques successfully in order to enhance their performance. Older pupils spoke of their willingness to attend clinics and support sessions run by staff and pupils. Sixth-form pupils select options sensibly from the enrichment programme, tailored to their particular needs and aspirations.
- 3.18 Pupils are fully aware of the need to make careful, thoughtful and informed choices. Junior pupils understand that their decisions have an impact upon outcomes and they are supported to put right mistakes they might make, for example in resolving friendship issues. Senior pupils develop strong decision-making skills through their experiences of the school's excellent personal, social and health education (PSHE) programme. They benefit from having input into the content. Year 10 pupils welcomed the opportunity to provide feedback on the content and teaching of sessions on consent and sexual harassment. Pupils of all ages feel that their voices are heard and acted upon and that they are able to make a tangible difference. They are encouraged in this by being trusted by senior leaders to contribute to whole-school decision-making. Junior pupils' views have shaped the rewards system and house charity afternoons. Senior pupils' suggestions have resulted in the provision of a common room for Year 11 and the creation of a wellbeing hub.
- 3.19 Pupils understand the importance of keeping themselves safe in every sense, and particularly when online. They speak enthusiastically about the importance of keeping healthy, both physically and mentally. Pupils develop an excellent understanding of what constitutes a balanced diet in their food and nutrition lessons. They spoke positively and knowledgeably about the choice of food available at lunchtime. Pupils of all ages showed an excellent awareness of health and safety requirements when using the swimming pool, equipment in the DT rooms, and when carrying out practical investigations in science. Pupils develop notably strong understanding of the need for emotional wellbeing and they feel extremely well supported by the care they receive from the school's pastoral team. The introduction of the wellbeing hub has been described as transformational by pupils in terms of supporting their social, emotional and academic development, and providing a safe space to reflect on their wellbeing and unburden any worries they might have. Inspectors' observations and discussions with staff and pupils confirmed the highly positive impact this initiative is having on the wellbeing and overall personal development of pupils. Pupils were particularly appreciative of the proactive approach to personal safety in PSHE lessons and in assemblies, which enables them to

develop confidence in this area. Such development shows the successful fulfilment of the school's aim to prepare pupils effectively for life in modern society.

- 3.20 Across the school, pupils demonstrate an outstanding awareness and appreciation of the non-material and spiritual aspects of life. They feel comfortable discussing their faith and beliefs. They reflect successfully with others on their personal values in lessons, assemblies and in quiet spaces such as the prayer room, art room and library which are greatly appreciated by pupils of all ages. Several pupils spoke of the impact a recent assembly had on them where Muslim and Christian pupils presented the similarities between Ramadan and Eid, and Lent and Easter. Pupils' strong spirituality is evident in the way they reflect on their experiences volunteering in the local hospice, or with community action groups. It is also clear in the very natural way that they show genuine care and concern for the feelings of others. Pupils quoted the message in the words of the school prayer 'much is required of those to whom much is given' and the influence this has on their own values. Such clear awareness leads to their involvement in projects such as the monthly 'Tea@Riley' where they prepare afternoon tea and entertainment for local senior citizens.
- 3.21 Throughout the school, pupils show consideration, respect and kindness towards each other and to their teachers. This reflects the school's successful ethos and culture, based on mutual respect and an overriding sense of community in which all pupils look out for each other. Pupils have an inherent understanding of right and wrong and take responsibility for their actions in response to the school's excellent pastoral care systems and focus on positive behaviour. Pupils have a strong sense of fair play and in discussions said they felt confident to report any issues to staff, either individually or on behalf of their peers, knowing that these would be dealt with fairly. Trained anti-bullying ambassadors provide a supportive role to their peers in liaising with pastoral staff. Pupils across both sections of the school welcome, and respond well to, the school's restorative justice system, in helping to resolve any differences. Pupils are highly respectful towards one another's views in lessons. In an A-level philosophy and ethics lesson, pupils discussed opposing views on whether men and women are the same or different with due consideration. Year 7 pupils showed appreciation of their peers' talents by enthusiastically applauding their solo performances in a music lesson. In the pre-inspection questionnaire a small minority of pupils did not agree that pupils always treated one another with kindness and respect, or that the school always treated them fairly. In discussions however, pupils from all year groups said that kindness and respect were the norm, exceptions were very rare and were dealt with appropriately by the pastoral team when brought to their attention. Scrutiny of behaviour records confirmed that any incidents which arise are dealt with appropriately and in line with the school's documented policy.
- 3.22 Pupils' social development is excellent and helps to create an extremely happy and well-ordered community. Pupils work productively in all aspects of school life, supporting each other to improve their performance and achieve common goals. Junior pupils in a string ensemble worked effectively together, listening to each other and taking direction in order to understand how to blend their sound. Pupils joined others from across the foundation to work productively together to achieve excellent results in choreographing a step, tap, walk sequence for their production of *Beauty and the Beast*. Pupils demonstrate outstanding leadership and teamwork skills fulfilling roles such as ambassadors, prefects, sports captains, peer mentors, school council and eco representatives. Year 12 pupils supported Year 7 pupils effectively when helping them develop their confidence in reading. Sixth-form pupils helped GCSE pupils to improve their understanding and application of examination questions in subject clinics. Sixth-form pupils recalled how they had overcome problems with injury and illness during their DoE gold expedition, helping each other to achieve success through carrying each other's equipment and providing moral support and encouragement.
- 3.23 Pupils display an outstanding level of respect for each other's differences. This is embedded in the ethos of the school and successfully realised. Pupils recognise and celebrate the diversity of their school and wider society. Pupils spoke very positively of the inclusive nature of the school, and the encouragement for everyone to be proud of who they are. In a culture week, initiated by current

members of Year 13, pupils engaged in activities to learn about each other's heritage. Pupils spoke highly of the 'Proud' groups which enable pupils to understand more about LGBTQ+ issues. They highly value the fact that the school welcomes pupils from a wide range of cultural and socio-economic backgrounds. This diversity is encouraged by the governors' commitment to the bursary fund to widen access to able pupils from all backgrounds. Almost all parents who responded to the questionnaire agreed that the school actively promotes the values of democracy, respect and tolerance of other people and treats children fairly, regardless of their sex, faith, race or needs.

- 3.24 One of the pupils' great strengths is the outstanding contribution they make to the lives of others, both within school and in the local community. They give selflessly of their time and energy to benefit others directly, following the excellent example set by their teachers. Pupils in the junior school have raised significant funds to support the ongoing work of building a school in Malawi. They spoke excitedly about assemblies showing the progress of the project and the impact of resources they had collected to support education for street children. The importance of giving back to society becomes second nature to the pupils, epitomised by their commitment to volunteering, charitable fund raising and community action. Pupils take the lead in initiating many of these projects, such as the harvest hamper pledge for a community foodbank and the 'Flourish' Saturday school project which provides extended learning for pupils from local primary schools. Pupils put forward their suggestions for worthy causes and in the past year have raised over £20,000 through events they have organised. In discussions with inspectors, pupils spoke of the impact volunteering has had on their life choices and on the development of their personal values. They feel immense pride in the school having received the Queen's award for volunteering. This demonstrates the school's success in fulfilling its aim for pupils to leave school equipped with the knowledge, skills and attributes to make a difference for good in the wider community.

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 form meetings and assemblies. Inspectors visited 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

Valerie Dunsford MBE	Reporting inspector
Michael Alderson	Compliance team inspector (Former head, HMC school)
Oliver Chambers	Team inspector (Assistant head, HMC school)
Stuart Corrie	Team inspector (Deputy head, HMC school)
Jane Huntington	Team inspector (Former head, ISA school)
Pamela Hutley	Team inspector (Former head, ISA school)
David Williams	Team inspector (Former head, IAPS school)