



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

New College School

March 2022

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School's Details

School	New College School		
DfE number	931/6065		
Registered charity number	900202		
Address	New College School Savile Road Oxford Oxfordshire OX1 3UA		
Telephone number	01865 285560		
Email address	office@newcollegeschool.org		
Headmaster	Dr Matthew Jenkinson		
Chair of governors	Mr Miles Young		
Age range	4 to 13		
Number of pupils on roll	154		
	Pre-preparatory	47	Preparatory 107
Inspection dates	22 to 25 March 2022		

1. Background Information

About the school

- 1.1 New College School is an independent day school for male pupils. It was founded in 1379, originally to provide for the education of the choristers of New College, Oxford and has extended its numbers over the centuries. The school moved to its present site in 1903. The school is owned by New College, which delegates responsibility for the oversight and administration of the school to a governing committee. This consists of fellows and external members of the college and is chaired by its warden.
- 1.2 The school consists of a pre-prep department, which includes the Early Years Foundation Stage (EYFS), for pupils from age four to seven, and a prep department for pupils aged seven to thirteen. It continues to educate the choristers for the college. The present head was appointed in September 2019.
- 1.3 Since the previous inspection, the school has begun to educate pupils within the Pre-Senior Baccalaureate (PSB) framework.
- 1.4 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.5 The school seeks to uphold the founding principles of promoting 'godliness and the studies of good learning'; to continue the tradition of musical excellence; and promote spiritual and moral awareness together with the values of courtesy, mutual respect and tolerance. It seeks to foster intellectual curiosity and a life-long enjoyment of learning, and to extend pupils' understanding and commitment to the wider local, national and international community.

About the pupils

- 1.6 Pupils come from a range of professional backgrounds, mostly living within a 10-mile radius of the school. The school has identified 27 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia, 23 of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for one pupil, who receives additional support. Data used by the school have identified 47 pupils as the most able in the school's population, and the curriculum is modified for them due to their academic ability and/or special talents in art, music, drama, sport or leadership.

2. Regulatory Compliance Inspection

Preface

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

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

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

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

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

PART 1 – Quality of education provided

- 2.2 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 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.
- 2.4 Pupils receive relationships education up to Year 6 and relationships and sex education in Years 7 and 8, 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.
- 2.5 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 published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

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

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

3. Educational Quality Inspection

Preface

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

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

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

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

Key findings

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

- Pupils' linguistic, scientific and creative skills are outstanding due to the school's focus on skills for everyday life.
- Pupils are outstanding communicators; they are highly articulate in speaking, reading and writing and are excellent listeners from a very young age.
- Pupils achieve extremely high levels of success in a range of extra-curricular activities; their achievements in art, music, performance and sports are exceptional.
- Pupils' attitudes towards their learning are excellent, in particular their willingness to persevere.

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

- Pupils are highly confident decision-makers due to the encouragement and support they receive.
- Pupils' collaborative skills are excellent throughout the school and their social development is strong.
- Pupils demonstrate extremely high levels of spiritual awareness and a deep appreciation of the non-material aspects of life.
- Pupils are reflective and self-assured, able to review and improve and they are well-prepared for the next stage of their education.
- Pupils' appreciation of diversity and equality is excellent.

Recommendation

3.3 The school should make the following improvements:

- Build on pupils' already strong engagement in middle school learning by providing more opportunities for pupils, especially the more able, to be enquiring and evaluative learners, particularly in mathematics.

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 including those with SEND, EAL and the more able attain at levels, well above expectations for their ages, relative to their ability. The school does not take part in National Curriculum tests, but evidence from lesson observations, scrutiny of pupils' work and the school's own assessment data,

show attainment to be well above average in relation to national age-related expectations. Responding to the pre-inspection questionnaire, the overwhelming majority of parents agreed that the school enables their children to make progress and that their individual needs are met effectively. Inspection evidence confirms this. Assessments in PSB demonstrate high-level attainment in response to a demanding curriculum. All pupils proceed to their chosen senior schools and each year a significant proportion gain scholarships and awards. These levels of attainment show that pupils make excellent progress from their starting points, successfully fulfilling the school's aims for them to be well-educated, intellectually curious and to develop a life-long enjoyment of learning. Pupils' learning is supported well, by a cohesive leadership and the quality of teaching they receive. Individual pupils achieve at high levels because planning builds on highly effective assessment and tracking systems, careful planning, and targeted support when required. In the EYFS, children make rapid progress, encouraged by sensitive teaching and a nurturing environment, so that all reach the expected levels of development for their age.

- 3.6 Pupils' knowledge, skill and understanding are extremely strong across the curriculum. In the EYFS, children develop secure foundations in literacy and numeracy, which are built upon as they progress through the school. In a lesson in the pre-prep, pupils read out their descriptive writing about the planet, which used highly expressive language. The pupils achieved high levels because they had self-assessed their work and created their own targets with the teacher, improving upon their original drafts. Pupils have exceptional skills in relating their work to everyday life, leading to very secure understanding. In the most successful examples, pupils could relate why they were learning a topic to the real-life context, such as in science and geography lessons in Year 7 and Year 8 where pupils demonstrated strong knowledge of renewable energy sources and reasons for limitations of fossil fuels. Here, pupils explored the relevance of sustainability, which allowed them to develop their own views. Responding to well-structured questioning and timely prompts, they demonstrated strong awareness of recycling and the pressing nature of sustainability. All pupils who responded to the questionnaire agree that their skills and knowledge improve in most lessons.
- 3.7 Pupils display outstanding communication skills, applying and extending them in all subjects, in class, chapel and discussions. They articulate their ideas assuredly, and apply their linguistic skills confidently in French, Latin and Greek. Pupils are confident to express their ideas because strong relationships between teachers and pupils create a purposeful, productive environment. Pupils speak with poise and confidence and listen with care and attention. In a lesson in Reception, children presented talks confidently on subjects such as the behaviour of ducks, using an interactive whiteboard and incorporating a question-and-answer session at the end. Both the 'presenter' and the questioners used interesting adjectives and well-developed levels of vocabulary. Pupils develop strong writing skills, taking pride in their work and using increasingly sophisticated language and content for a variety of purposes. In philosophical reflections, older pupils convey complex ideas successfully in their writing. For example, they were able to write about the injustices of institutionalised racism targeted at footballers of colour who face battles to be accepted by all of society. Pupils with SEND or EAL make rapid progress in communication skills, aided by teaching that is well-matched to their individual needs and develops their confidence. In interviews, older pupils spoke about their progress and achievement with maturity and clarity.
- 3.8 Pupils attain excellent levels of numeracy, producing a substantial quantity and quality of work as their mathematical skills are developed in a thorough and systematic way. They successfully apply these skills to other areas. In a lesson in the pre-prep, pupils were able to explain the value of counting in fives, how this follows the pattern of the analogue clock and helps to tell the time. More able pupils responded well to suitable levels of challenge and questioning in teaching to progress from the concrete to the abstract. Year 6 pupils responded enthusiastically to appropriate challenge while completing advanced work on mechanical bearings, saying that they could manage but that it was not too easy, resulting in them taking pride in their work and achievement. Scrutiny of older pupils' mathematics work revealed successful responses to challenging topics covered in depth; workings were set out clearly, allowing corrections to be identified and dealt with. When pupils are fully

engaged, challenged, and able to self-evaluate in these ways, their potential is maximised. In the middle school, a slower pace sometimes resulted in limited levels of challenge for the more able pupils to direct their own learning.

- 3.9 Pupils develop excellent information and communication technology (ICT) skills which support their progress. Pupils' excellent outcomes during periods of remote learning resulted from the school's rapid development of its learning platform. This strengthened further the support pupils gain from ICT provision, which is well resourced by senior leaders and governors. In their questionnaire comments, a number of parents were positive about the provision and support given by the school during periods of remote learning. Pupils throughout the school use devices highly effectively to research, analyse and present work. Pupils with SEND make excellent use of tablets or laptops to organise and manage their studies. They use their allocated tablets to create high-quality documents in a timely manner thus keeping pace with their peers, producing high-quality multi-media presentations. Their recognition of this success enables them to retain a sense of pride in their finished work. Pupils benefit from their technology skills in music, using music software to create complex compositions. They ably use presentation software to communicate their topic research.
- 3.10 Pupils develop excellent study skills and are intellectually curious learners. They respond reflectively with thought-provoking answers to teachers' challenging questions. Year 4 pupils wrote an extra chapter into a book they had read. They were able to analyse what had happened already and hypothesise what might happen next. Effectively encouraged and challenged, they worked with a partner, reading their stories to each other, evaluating their partner's work and finally giving one another appropriate targets. In a chess activity, pupils were able to evaluate the positions of the pieces in a modelled challenge, making astute observations about potential next moves. Pupils developed their analytical skills as the session progressed and they were able to consider two and three moves ahead. Pupils self-appraised their decisions and by the end of the session were making significantly improved moves and suggestions, displaying excellent logical thinking and ordering. In a discussion in a religious studies and philosophy (RSP) lesson, pupils in Year 8 articulated whether Confucianism is a religion or a philosophy with maturity and depth of thought. Pupils use 'notes to self' effectively, as reminders and targets for improvement. In interviews, they said that they value opportunities they are given to evaluate their work critically and reflect on the knowledge they have gained.
- 3.11 Pupils achieve outstanding success in a wide range of non-academic activities and are successful in many sports, and in the creative arts, with music being a particular strength of the school. Many pupils benefit from the highly musical environment, developing excellent skills for their ages. They regularly obtain merits or distinctions in instrumental examinations, with a significant number reaching the higher grades. Several pupils have played with national ensembles. Regular concerts give the pupils opportunities to perform a variety of instrumental and vocal pieces. The twenty-four choristers have an international reputation through their performance at the highest levels. Choristers worked with diligence and enjoyment to perfect a complex choral work by Bach sung in German. Pupils respond well to the school's ethos to support sport for everyone, encouraging all pupils to participate and develop skills in many sports. Pupils spoke proudly about their success as individuals or groups in a variety of sports in local and national competitions.
- 3.12 Pupils demonstrate exceptional attitudes to learning because the curriculum creates opportunities to develop initiative, independence and creativity, with success recognised and celebrated. Pupils aim to be the best they can be and know how important it is to study hard. They are curious, resilient learners who learn from mistakes, understanding that feedback enables them to improve. In Reception, children listened carefully to instructions regarding body position and ball control in physical education and persevered with great determination. More able pupils respond well to being stretched and challenged. In Year 5, all pupils could clearly understand the appropriate changes to verb endings for first, second and third person in Latin, while the more able progressed to translate whole sentences. Pupils worked individually, showing great application and perseverance. The culture of

mutual respect between teachers and pupils contribute to these very positive attitudes to learning in which pupils thrive on research work.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' self-knowledge and self-esteem are outstanding. Pupils are intellectually curious, respectful, resilient young people who are self-confident, yet possessed of humility. They have excellent levels of perseverance and respond to challenges at all levels with commitment and enthusiasm. Reflection times and self-assessment of their work encourage pupils to be reflective, developing a strong understanding of themselves which stands them in good stead for the next stages of their education. In the EYFS, children show strong self-confidence in their activities and play because of the warm, encouraging interactions with their teachers. In a pre-prep poetry recital held during the inspection, pupils had retained and recalled a substantive poetry piece, which they performed using excellent intonation and expression and delivered their individual pieces with confidence, pride and good humour.
- 3.15 Older pupils are encouraged to debate their ideas and make a reasoned argument, stay calm and be a good listener. In interviews, pupils said that they value the advice given by teachers. Prep pupils say they are inspired by the teaching they receive and that they understand that there are always ways to improve a piece of work if you keep an open mind and listen to other people's ideas. Pupils are able to explain what they are successful at doing and what they need to work at to make progress. Scrutiny of pupils' work shows that pupils assess their own work effectively; they reflect and self-evaluate, using the success criteria given in tasks and supported by teachers' comments. The leadership of the school is highly effective in creating the space and the time for pupils to develop excellent personal skills and self-awareness.
- 3.16 Pupils are confident and able decision-makers, understanding the importance of this skill. In lessons they respond well to being given opportunities to choose how they will tackle a task. For instance, Year 6 pupils preparing a newsletter made decisions together about what would be included, and showed awareness that their decisions mattered in the production of a quality newsletter. In science, Year 7 pupils were challenged to make and justify decisions regarding sustainable development and did so effectively. Pupils are involved in key decision-making in the school, including the election of house and sports captains and, through the elected school council, choosing which charities to support. They feel they have a say and make a positive difference. In interviews, more able pupils were very positive about the opportunities they are given to make decisions about extension work. In Year 7 and Year 8, pupils choose research projects in which they can follow their individual interests, notably they write a thesis in Year 7 and deliver a talk and background presentation which are filmed in Year 8. This confidence-building, analytical exercise involves the pupils in making effective and discerning choices about their initial topics and subsequently what to include. Many pupils spoke in interviews about the opportunities to make decisions in music. They choose activities and can discuss with their music teachers which composers they would like to explore and when composing music themselves, choose their methods.
- 3.17 In discussions, and around the school, pupils showed excellent appreciation and respect for the beliefs and faiths of others, with the principles of kindness and tolerance underpinning all. Pupils benefit from opportunities during a rich schedule of assemblies and services for quiet personal reflection. They appreciate nature and beauty. In an assembly on 'memories', pupils in Year 5 shared their reflections of special moments in special places where they had appreciated the beauty of their surroundings. They spoke convincingly of how the experience, staying in their memory, had made them feel. They clearly demonstrated the confidence and maturity to share their deep feelings in the safe and supportive environment of their school community. In interviews, pupils said they feel that school visits to botanic gardens and local places of worship, have developed their appreciation of the non-

material. Pupils spoke of the chapel as a 'historical and wondrous place, a place to reflect on the people who built it and their brilliant skills', and also referred to 'the people that will have sat in our seats'.

- 3.18 The pupils demonstrate strong moral development and are deeply respectful of each other. In a Year 8 English lesson, pupils demonstrated their ability to make moral judgements during a high-level discussion of Shakespeare's language being used to heighten the feud between Montagues and Capulets. They ably discussed the rights and wrongs of the situation. Pupils said in interviews that they regard members of staff and older pupils as role models in this respect and very much look up to and respect them. Pupils have a clear understanding of the school code of conduct and its values, which are regularly referenced and discussed in form times, well-being sessions and assemblies. This enables pupils to understand expectations and modify their behaviour accordingly. Evidence from interviews and observations around the school show that pupils are very aware of the expectations made of them by the school.
- 3.19 Pupils display outstanding collaboration skills and strong social development. They exhibit kindness and care for one another, seeing staff as role models in this respect. Pupils work with different groups and partners well in a wide range of activities where they have the opportunity to collaborate, including the school council, eco-committee and charity committee and sports fixtures. They fulfil clear roles and show great empathy. This starts in the EYFS where children learn the importance of sharing and helping their friends. In a cookery club, pupils showed excellent self-organisation and maturity in helping to organise all ingredients and baking equipment together, displaying excellent collaboration and mutual support. Pupils form highly effective relationships with each other and understand the value of respect. Pupils spoke of the house system as enhancing their sense of belonging and they value opportunities to work with older pupils on projects which involve teamwork, exchanging ideas and problem-solving, dividing up responsibilities, compromising, listening to and encouraging each other. Success in such opportunities is underpinned by the consistent high expectations and caring approach of the staff. In interviews pupils commented on the positive experience of performing virtual recitals during lockdown using an online meeting platform. This followed two months of practising on their own. They explained that although it was not like a usual concert, they felt 'together' and appreciated the benefit to their mental health and well-being.
- 3.20 Older pupils have responsibilities which they carry out effectively, setting a good example to others. All Year 8 pupils are given positions of responsibility and are highly effective as helpers in the pre-prep. Pupils participate with local schools in a variety of musical and performing events and enjoy meaningful partnerships with schools in Nepal, France and Stockholm. The charity committee choose the termly charity and pupils raise significant amounts for a variety of worthwhile causes. Pupils are respectful and articulate about their charities. In an informal conversation with pupils at break, pupils commented that charity week is as much to raise awareness of others' needs as to raise money.
- 3.21 Pupils have an excellent understanding of diversity and different cultures and traditions, through well-planned personal, social, health education, religious, and relationship and sex education programmes. Pupils respect and value each other and commented that everyone feels part of everything. Language ambassadors, who liaise with the partner schools abroad, foster respect for other cultures, and string groups working with local maintained schools are excellent examples of pupils respecting diversity abroad and in the local area. Pupils are taught to be considerate of each other and of any differences. In interviews, pupils championed their respect for diversity, culture and the right to be an individual. All parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance.
- 3.22 Pupils' understanding of how to stay safe is excellent. They make sensible food choices demonstrating their understanding of how to maintain a balanced lifestyle. Almost all pupils responding to the pre-inspection questionnaire thought that the school teaches them about safety and helps them to understand how to stay safe online. In the EYFS children were keen to show inspectors the healthy dinner plates they had created for a display. In interviews, pupils gave clear explanations of the steps

they take to stay safe online, explaining how lessons and discussions about online safety had deepened their understanding significantly. Older pupils spoke about recognising that mental health was vital in ensuring their well-being and physical fitness. They commented on the positive impact of emotional resilience lessons which help them in their work and relationships. They feel very well informed and were adamant that all pupils feel safe and happy in the school.

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 governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings, chapel and 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

Mrs Loraine Cavanagh	Reporting inspector
Mr Chris Emmott	Compliance team inspector (Former head, ISA school)
Mr Graeme Smith	Team inspector (Deputy head, ISA school)