



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**The Royal Grammar School Worcester**

Comprising

**RGS The Grange**

**RGS Springfield**

**RGS Worcester**

**March 2022**

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## School's Details

<b>School</b>	The Royal Grammar School Worcester Comprising RGS Worcester RGS The Grange RGS Springfield			
<b>DfE number</b>	885/6028			
<b>Registered charity number</b>	1120644			
<b>Address</b>	Upper Tything Worcester Worcestershire WR1 1HP			
<b>Telephone number</b>	01905 613391			
<b>Email address</b>	headmaster@rgsw.org.uk			
<b>Executive head</b>	Mr John Pitt			
<b>Chair of governors</b>	Mr Quentin Poole			
<b>Age range</b>	2 to 18			
<b>Number of pupils on roll</b>	1367			
	<b>EYFS</b>	98	<b>Juniors</b>	379
	<b>Seniors</b>	643	<b>Sixth Form</b>	247
<b>Inspection dates</b>	15 to 18 March 2022			

## 1. Background Information

### About the school

- 1.1 The Royal Grammar School (RGS) Worcester is an independent co-educational day school founded in the 7th century and now comprising RGS Worcester for pupils aged 11 to 18, and two preparatory schools for pupils aged 2 to 11, RGS The Grange and RGS Springfield. RGS Springfield and RGS Worcester are close to each other near the city centre, and RGS The Grange is two miles to the north.
- 1.2 The RGS Worcester family of schools (which also includes RGS Dodderhill and three nurseries) has the same governing body, who also act as trustees for the charity.
- 1.3 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

- 1.4 The school aims to provide an excellent all-round education for pupils by developing character, intellect, physical and emotional well-being, and cultural understanding. It seeks to create a community where each individual is valued and encouraged to achieve their potential.

### About the pupils

- 1.5 Pupils come from a range of professional and ethnic backgrounds, mostly from families living in Worcester and the surrounding area. Data provided by the school indicate that the ability of the pupils on entry is above average compared to those taking the same tests nationally.
- 1.6 Across the three schools 307 pupils have been identified as having special educational needs and/or disabilities (SEND), 57 of whom receive additional specialist help, and of whom 3 have an education, health and care (EHC) plan. English is an additional language (EAL) for four pupils, whose needs are supported by their classroom teachers. Pupils identified as being the more able or who have special talents in a particular area are provided with individualised support.

## 2. Regulatory Compliance Inspection

### Preface

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

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

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

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

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

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

## Key findings

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

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

- 2.2 In the prep schools, the schools' 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, A-level and BTEC results in the years 2020 to 2021 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 well-being of the pupils.

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

### 3. Educational Quality Inspection

#### Preface

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

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

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

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

#### Key findings

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

- Pupils make excellent progress throughout their time at the prep and senior schools, achieving increasingly strong results in external examinations.
- Pupils demonstrate excellent skills, knowledge and understanding across the academic disciplines in all areas and throughout the school.
- Pupils have well developed creative and physical skills, producing some exceptional art, and a very high level of performance in drama, music and sport.
- Pupils are excellent communicators, and have exceptional speaking and listening skills, reflected in the school's strong record in debating.
- Pupils' attitudes to learning are excellent, and at all ages they make full use of the opportunities provided by the school's successful digital learning programme.

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

- Pupils have an excellent self-awareness, are self-assured, self-effacing and value being allowed to develop as individuals.
- Pupils are loyal to each other and the school, but this does not inhibit them from challenge, and they show enthusiasm to contribute to change.
- Pupils have an excellent spiritual understanding that with age develops beyond the observational.
- Pupils have a strong moral awareness and excellent social skills for their age, and many take an active part in the life of the school and city.

#### Recommendations

3.3 In the context of the excellent outcomes the school should

- Further strengthen the PSHE programme and use available time to increase opportunities for pupil discussions.

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

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

3.5 Data provided by the prep schools show that pupils make strong progress between entry into the EYFS and their move to the senior school, and this is supported by observations of pupils in lessons and in



their written and digital work. The strong progress continues during the senior school. Data analysed show that from their starting points almost all pupils achieve levels or grades much higher than expected at both GCSE and A level. This represents excellent progress in their knowledge, skills and understanding as they move through the school from age 4 to 18. During the three-year period to 2019 over half of GCSE results were at the highest grades. In 2020 and 2021, in the centre- and teacher-assessed assessments, this proportion increased to two-thirds, with a quarter at the very highest grade.

- 3.6 Pupils' attainment at A level was consistently high during the years 2017–2019, with well over a-third of results at A\* or A, or equivalent in BTEC examinations. Results of the centre- and teacher-assessed grades in 2020 and 2021 showed improvement on this already strong base, with two-thirds of results at one of the top grades, and nearly one-third at A\* or equivalent. About one-fifth of the upper sixth complete the Extended Project Qualification (EPQ), and the majority achieve the highest two grades. This high level of attainment is a consequence of the pupils' excellent attitudes to their work, supported by the school's strong focus on the quality of teaching and learning, combined with exceptional digital learning resources. Almost all sixth form leavers achieve offers of places at universities in the UK and worldwide, or art and music colleges which have very high selective entry requirements.
- 3.7 Data show that pupils with SEND make progress in line with their peers. In discussion, SEND pupils said they feel well supported, identifying that this progress was reinforced by small group work in spelling, and subject clinics alongside dedicated SEND sessions. A high proportion of parents responded to the pre-inspection questionnaires, and of those the vast majority stated that their child's individual educational needs are met effectively and that teaching, including any online provision, enables their child to make progress. This concurs with inspectors' observations of class and written work.
- 3.8 Pupils demonstrate excellent skills, knowledge and understanding across the academic disciplines evenly, and at all ages. In the questionnaires, almost all parents stated that the range of subjects, including any online learning, was suitable for their child, and the overwhelming majority of pupils that their skills and knowledge improve in most lessons. Pupils develop strong technological skills and the ability to translate from two to three dimensions. For example, prep school pupils created accurate models of a hill from contour lines, and senior pupils adeptly used their previous knowledge of the symmetry of pyramids and spheres in their projects. Pupils of all ages have an excellent understanding of flow diagrams in the design process. Senior school pupils enjoy regular success in national competitions for both engineering and fashion design.
- 3.9 By the time they leave school many pupils produce an exceptional quality and range of art, and this is reflected in the high level of attainment in public examinations. Pupils develop a direct and subliminal appreciation of colour and medium from their earliest time in the school. EYFS children created their own colourful rock pool pictures, and other children intelligently chose a combination of natural and man-made materials to make hedgehogs. Pupils start to understand as well as experience technique. For example, prep school pupils successfully explained how Lowry's artistic style used depth to accentuate certain characters. The strength of senior pupils' achievement is reflected in the range of technique and development of finished pieces. Pupils have the courage to use bright colour, although in contrast many of the larger oil and acrylic paintings draw on the dark shadows of the city's architecture. Pupils regularly display their work publicly, most recently as part of the *Aspects of Worcester* exhibition in the cloisters of Worcester Cathedral.
- 3.10 Pupils develop an excellent understanding of the biological and physical sciences in both prep and senior schools. The level of knowledge in Years 7 and 8, well beyond expected for that age, builds on the high level of understanding attained by prep school pupils. They recall technical terms with accuracy and speed, reflecting the school's recent successful focus on the use of correct vocabulary. Pupils attain excellent results in external examinations and have a consistently strong record in national science Olympiads and challenges, many achieving gold awards. Nearly half the sixth form

EPQ presentations seen were associated with some aspect of science, signalling the strength of interest in the area established by this age. In the humanities, pupils move beyond the acquisition of knowledge to probe increasingly the detail behind, for example, The Black Death or sophisticated A-level micro-economics. Sixth form pupils regularly win university-sponsored essay competitions in history and classics.

- 3.11 Pupils enjoy physical challenge from the youngest ages. EYFS children selected their own obstacle courses, climbing confidently, and using arms and legs in harmony to balance. In discussions, prep school pupils related their passion for sport to the opportunities provided by the school's extensive facilities. In the prep schools, male and female pupils consistently achieve national success in cricket, hockey and football. Senior school pupils have represented their countries in myriad sports, and female hockey and netball teams have reached national finals.
- 3.12 Pupils of all ages are numerically fluent. EYFS children were able to sequence the life cycles of animals, and younger prep school pupils showed a good mastery of angles and polygons. By the start of the senior school pupils confidently solve mathematical problems, supported by teaching that graduates from providing standard approaches for some whilst encouraging experimentation from the more able. For example, sixth form pupils successfully talked through a difficult prime number problem without needing to rationalise their method. Pupils' excellent mathematical ability is reflected in their consistently strong record in national mathematics challenges.
- 3.13 Mathematics is just one of many areas in which pupils' progress is accelerated by the widespread use of tablets and the leadership's investment in, and commitment to, a digital learning programme (DLP). Pupils learn at a pace appropriate to their understanding, and the most able routinely access more demanding work during lessons. Pupils from the EYFS upwards show an exceptional confidence in the use of software. Prep school pupils used applications to annotate prose rapidly and effectively, or to simulate diffusion in science, and used their excellent command of coding to understand the motion of a crab. Senior school pupils have good programming skills and effectively use a range of applications to test and demonstrate their understanding and knowledge. For example, in psychology sixth form pupils very effectively used an animation to analyse *Ainsworth's Strange Situation*. In discussions pupils cited the benefits of the DLP as, *inter alia*, organisation of work and ability to research. The use of "voice notes" ensures pupils receive direct personal feedback which accelerates their progress. In the questionnaires the very large majority of pupils stated that the quality of marking and feedback improved their work.
- 3.14 Pupils' overall communication skills are excellent, and their speaking and listening skills exceptional. In lessons the youngest prep school pupils generate rich language, encouraged by teaching that skilfully encourages pupils to experiment in their written and spoken expression. Others identified phonemes in words and sounded graphemes accurately using hand signals. Senior school pupils show a strength in the analysis of language, for example identifying the oral impact of Ovid's *Amores* at a time when many could not read. GCSE pupils intelligently tracked the evolution of language used by Lady Macbeth as her character evolves through the play. More able pupils identified precisely how choice and context of words in Carol Ann Duffy's *War Photographer* articulate the dehumanisation of combatants. The work of SEND pupils shows excellent progress in creative writing and an expansion of ideas and vocabulary over time. Prep and senior school leaders had identified vocabulary as a relative weakness in pupils' linguistic skills, but scrutiny of written work demonstrates the success of various initiatives to address this concern. Pupils are excellent listeners, very rarely interrupting or speaking over each other, and they speak in a calm, measured and, if necessary, persuasive manner. Pupils learn to debate formally from an early age. School debating teams have been successful in university and national competitions over many years, sometimes winning national titles. These strong communication skills and pupils' confidence to perform are manifested in high-quality drama productions and musical performance at all levels in the schools. Many pupils achieve distinctions at high grades in external music and speech and drama examinations.

- 3.15 Prep school pupils have highly developed study skills for their age and can analyse data and other material confidently across the curriculum. These skills are strengthened by teaching that provides structure but encourages pupils to ask challenging questions. This approach meets the school's aim of encouraging the growth of intellectual curiosity, creativity and a positive attitude to learning. EYFS children use trial and error effectively in their play and in lessons, and younger pupils hypothesised effectively about the change in colour of beads in ultra-violet light. In the senior school pupils show the ability to analyse, hypothesise and synthesise in and beyond the formal conduits of EPQ study. In almost all lessons pupils show a thirst to discover.
- 3.16 Pupils' engagement, focus and behaviour in lessons are at a very high level. Lessons often have a "purposeful buzz". Pupils' excellent attitudes to learning are fully supported by the effectiveness of the DLP, which allows them to follow threads of interest and learn at their own pace. Pupils invariably move to extension tasks without prompting and collaborate with others over more challenging questions. EYFS children choose tasks with confidence and work independently, showing sustained effort and engagement. Prep school pupils are unafraid to challenge premise, for example when discussing the impact of the Roman legacy on Britain. They listen carefully to each other and build on argument. In drama, senior school pupils sustained difficult roles in creating together a cohesive extract from *Blood Brothers*. Sixth form chemists pursued detail well beyond the teaching of aldehydes and ketones, showing a strong desire to learn more and expand their understanding. Pupils' excellent attitudes reflect the school's success in achieving the aim of enabling pupils to enjoy learning and achieve to their full potential.

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

- 3.17 The quality of the pupils' personal development is excellent.
- 3.18 The school succeeds in its aim to develop in every child quiet self-confidence, aspiration, responsibility, resilience, spiritual values and a personal moral code. In the questionnaires the overwhelming majority of parents stated that the school helped their children to be confident and independent. Pupils show excellent levels of self-understanding, which is supported by the ethos and example of tolerance and care for others found throughout the school. EYFS children are comfortable in their setting and at ease with each other and their teachers. Prep school pupils have an easy but understated confidence and are clearly able to reflect and make appropriate judgements about their strengths and weaknesses. In discussion they showed excellent understanding of expectations for life in senior school, explaining confidently and with eager anticipation about the need for greater independence and self-discipline. Senior school pupils have an excellent self-awareness. They are self-assured, and self-effacing. In discussion pupils pointed to the strength of the pastoral network as being crucial in allowing them to develop as individuals, and to be prepared fully for the next stage of their education.
- 3.19 Pupils' strong resilience is developed from the earliest age. EYFS children showed perseverance in their play as they adapted to the challenges of different obstacles and apparatus. Senior school pupils display the same trait in lessons. They challenge each other, for example in sixth form English on their interpretation of text relating to the soil in Dracula's grave. Pupils are accustomed to making decisions. EYFS children self-direct their days and therefore understand that the enjoyment and success of their learning depend on the choices that they make. Older pupils recognise that they make choices which will impact upon their future both in learning and in social situations. They understand that decisions need reasoning. Sixth form pupils argued cogently the choice to be made between real and virtual pleasure in a discussion of Robert Nozick's experience machine, the majority arguing the value of reality. Another group drew on a secure understanding of philosophical determinism to consider whether humans are truly free and the use of conditioning to influence choice.
- 3.20 Pupils have an excellent spiritual understanding that with age develops beyond the observational. None identified the non-material directly with religious worship, although some pupils spoke and

wrote of the exhilaration they felt exhibiting art or performing music in the city's cathedral. The youngest pupils described the happiness experienced in the woodland environment. Pupils were seen coaching a ladybird to safety, displaying a latent respect for the sanctity of life. Others were excited by the changing geography of the city simulated on their tablets. Prep school pupils described nature's changing colours of the Britannia Square site as contributing to this "being a beautiful place to learn". In religious studies senior school pupils accurately explained forgiveness and reconciliation, and in drama the persecution of belief through a study of witchcraft. In the context of Hick's philosophical distinction between noumenal and phenomenological realms sixth form pupils displayed an openness to the spiritual and identified dreams, the imagination, the soul and Heaven as key concepts beyond the physical. In the same lesson pupils argued intelligently about the dissipation of knowledge and energy after death.

- 3.21 Pupils of all ages have an excellent moral understanding. In the questionnaires nearly all pupils responded that the school expected them to behave well and a large majority that bullying was rare but if it did occur the school responded rapidly. This was confirmed by documentation seen by inspectors. Prep school pupils follow agreed codes, and demonstrate excellent levels of behaviour by taking turns, sharing resources, and working in a highly effective manner with partners. The behaviour of pupils in lessons and moving around the schools is impeccable. Their strong loyalty to the school does not prevent them from being critical and seeking improvement in their own attitudes. GCSE pupils insightfully debated whether forgiveness was more difficult than revenge, linking it to the Christian concepts of reconciliation and sin. In response to 2021 media and online reports of sexual harassment and violence, senior pupils showed initiative and worked closely with school leaders to identify changes in both arrangements for support and educational approaches. In discussions, pupils reported the very strong respect that exists between male and female pupils.
- 3.22 Prep school pupils demonstrate excellent social skills for their age. They share naturally in free choice activities and collaborate in building structures or using play equipment. Pupils described learning "to be good at seeing good in everyone". In the questionnaires almost all parents stated that the school was well governed and led. School leaders are unafraid to improve even currently strong areas of school life, and before the inspection had already identified the need to extend opportunities for Personal, Social, Health and Economic education (PSHE) teaching. In discussions, senior school pupils said they valued these lessons, but sixth formers stated they would benefit from more time to talk and discuss their own perspectives.
- 3.23 In discussion, many pupils volunteered the strong "community feel" as a characteristic of the family of schools. Almost all pupils transfer from the preps to senior school, and those who join from elsewhere report that they integrate quickly. Pupils take and enjoy an active role in Worcester life, through voluntary activity, charitable fund-raising, or through music, drama and art. Prep school pupils spoke of the focus given by the school's Oak Award, which encourages social awareness by requiring the pupils to give their time to support a need within the local area. In this respect the school succeeds in its aim to develop a pride in, and loyalty to, the community. The individualised pace of lessons made possible by the DLP does not detract from the effective development of strong collaborative skills. For example, in ICT prep school pupils independently recorded their own coding and used these with others to solve coding and mathematical problems. Almost all the parents in the questionnaires appreciated the wide range of extra-curricular activity available at all ages, and pupils formally reflect on their positive and lasting impact on, inter alia, their resilience and ability to work together. Senior pupils cited rowing on the Severn and kayaking with the CCF as activities in which harmony mattered.
- 3.24 In the questionnaires almost all parents stated that the school actively promotes values of democracy, respect and tolerance of other people, and treats children fairly, regardless of their sex, faith, race or needs. Almost without exception, pupils respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrate a sensitivity and tolerance to those from different backgrounds and traditions that develops as pupils move through the school. EYFS children enjoyed the story of Handa's Surprise, prep school pupils asked intelligent questions about

the relationship of Hinduism to Christianity, and sixth form pupils were keen to deepen their understanding in a talk about being transgender. Afterwards many said they would welcome opportunities to share their own perceptions and experiences more formally.

- 3.25 Pupils have a clear view of the need to maintain mental and physical health. EYFS children are keenly aware of hygiene, reminding inspectors that on return from the woodland environment everybody should wash their hands. They recognise risk but keep themselves safe when playing on outdoor apparatus. Prep school pupils explained the dangers of the sun and knew that they had to slip slap slop to avoid sunburn, and in PSHE identified fire risks within the home, linking them to the fire triangle. Prep school pupils showed a perceptive self-awareness in their reflections on the physical behaviour that each adopted if anxious (for example “zipping my top up and down” or “chewing my fingers”). They moved beyond the general to identify what caused the anxiety to them personally, and strategies to counter it. Each felt comfortable sharing personal worries with friends in an environment which sensitively identifies pupils’ security in the commonality of perspective. In discussions senior pupils showed an excellent cognisance of mental and physical health, and in the questionnaires a very large majority said that school encouraged them to keep healthy. They cited the positive moves made to support their mental health, for example the provision of a relaxation room and the increasing availability of professional counselling. They show strong awareness of the measures needed to keep safe in the city. Almost all parents agreed that their children learnt in a safe environment.

## 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 facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Stephen Cole	Reporting inspector
Mrs Julie Lowe	Accompanying reporting inspector
Mrs Areti Bizior	Compliance team inspector (Head, ISA school)
Miss Julie Chatkiewicz	Team inspector (Vice principal, GSA school)
Mrs Sarah Knollys	Team inspector (Head, IAPS school)
Mr Anthony Macpherson	Team inspector (Deputy head, IAPS school)
Mrs Maxine Shaw	Team inspector (Head, IAPS school)
Mrs Adele Wright	Team inspector (Deputy head, HMC school)