



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**For Schools with Residential Provision**

**St Mary's School, Cambridge**

**May 2022**

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## School's Details

<b>School</b>	St Mary's School, Cambridge			
<b>DfE number</b>	873/6001			
<b>Registered charity number</b>	290180			
<b>Address</b>	St Mary's School, Cambridge Bateman Street Cambridge Cambridgeshire CB2 1LY			
<b>Telephone number</b>	01223 353253			
<b>Email address</b>	enquiries@stmaryscambridge.co.uk			
<b>Headteacher</b>	Miss Charlotte Avery			
<b>Chair of governors</b>	Mr Stuart Westley			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	642			
	<b>Day pupils</b>	557	<b>Boarders</b>	87
	<b>EYFS</b>	17	<b>Juniors</b>	123
	<b>Seniors</b>	399	<b>Sixth Form</b>	103
<b>Inspection dates</b>	10 to 13 May 2022			

## 1. Background Information

### About the school

- 1.1 St Mary's School, Cambridge is an independent Catholic day and boarding school for female pupils. It is situated in an urban area close to the city centre. The school was founded in 1898 by the Congregation of Jesus. The school is a charitable trust, administered by a council of governors.
- 1.2 The school consists of a junior school, which includes the Early Years Foundation Stage (EYFS) setting and a senior school incorporating the sixth form. Boarding is in one house, located a short distance from the school. Since the previous inspection, a new science and technology laboratory has been built in the junior school. In addition, boarding accommodation and various classrooms have been refurbished and a nearby playing field has been changed to an all-weather playing surface. Rowing facilities have been acquired.
- 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 seeks to create an ethos based on the spiritual and religious vision of the Venerable Mary Ward, a seventeenth century nun who promoted in her teaching the dignity and worth of all people. It seeks to nurture in pupils the values of integrity, justice, responsibility and respect, within a strong moral framework that fosters in them a lifelong love of learning.

### About the pupils

- 1.5 Most pupils are drawn from a range of professional families living within 30 miles of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils in the junior and senior sections of the school is above average and that of the sixth form pupils is broadly average, compared with those taking the same tests nationally. The school has identified 266 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia. All of these pupils receive additional specialist help to varying levels. No pupil has an education, health and care (EHC) plan. Of the 117 pupils for whom English is an additional language (EAL), 72 receive additional support. The school identifies in its population 153 pupils as being more able and 25 as gifted in a particular area or areas, and the curriculum is modified for them. They include pupils who have special talents in art drama, music, mathematics and science.

## 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, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. 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, including the boarding NMS.** 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](#), [National Minimum Standards for Boarding Schools](#), [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, the National Minimum Standards for Boarding Schools 2015, 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 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 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. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are 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 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.11 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, and NMS 2–4, 6–12, 15 and 16 are met.**

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

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

- 2.14 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

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

- 2.16 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. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

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

- 2.18 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, and identifying those relating to the boarding provision.
- 2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

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

- 2.20 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are 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 achieve success in a wide range of academic subjects and activities.
- Pupils of all ages, including children in the EYFS, are highly effective communicators.
- Pupils produce excellent independent work supported by high level information, communication and technology (ICT) skills.
- Pupils are extremely successful in their achievements beyond the classroom.
- Pupils do not always use higher-order thinking skills to maximum effect, particularly younger pupils in the senior school.

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

- Pupils form highly positive relationships with each other and with staff and they develop good leadership skills.
- Pupils are successful in taking on many positions of responsibility.
- Pupils display a mature commitment to serving the wider community in response to the school's aims and ethos.
- Pupils develop excellent levels of self-confidence and self-esteem which enable them to become effective decision-makers.
- Some pupils do not always appreciate fully diversity in others or in wider society.

#### Recommendations

3.3 The school should make the following improvements.

- Improve the use of higher-order thinking skills by younger senior school pupils.
- Enable all pupils to appreciate fully the importance of diversity in school, and in wider society.



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

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 From the EYFS to the sixth form, the attainment of pupils of all abilities is excellent. At GCSE, in the three years from 2017 to 2019, the majority of results were awarded at the top three grades. Almost half of the results which were centre-assessed in 2019, and teacher-assessed in 2020 were graded at the very highest level. In 2017 to 2019 at A level, almost half of all results were achieved at an A\* or A grade. The centre-assessed and teacher-assessed grades show improvement on this already strong base, with almost three-quarters of results being at one of the top grades, and a third at A\* grade. A large majority of pupils study for the Extended Project Qualification (EPQ), with most achieving an A\* or A grade. Almost all pupils achieve places at the most selective universities, conservatoires and art colleges in a range of disciplines, including those with the highest entry criteria. Pupils make strong progress across the range of subjects. Across the school, pupils with SEND and EAL make excellent progress and achieve well, reaching similar standards to their peers. In their responses to the questionnaire, most parents agreed that their children's individual educational needs are met effectively. Inspection evidence supports this view. Pupils who spoke to inspectors value the support they are given for any specific educational difficulty.
- 3.6 Pupils are highly successful in their achievement beyond the classroom in a range of activities encompassing different interests ranging from woodwork to well-being, to equality, politics and justice clubs. They display motivation to achieve well in art, drama, music and sport and do so. Almost all of Year 9 pupils have begun The Duke of Edinburgh's Award (DofE) scheme and pupils, prior to lockdown, regularly achieve success at silver and gold level. Pupils' success in external drama examinations is reinforced and encouraged by the school's commitment to making public speaking a regular part of the pupils' lives. They develop confidence and gain valuable experience by taking part in public performances in choirs, orchestras and musical ensembles in both senior and junior schools. The pupils also succeed in instrumental examinations. In the most recent round, the large majority of candidates achieved merit or distinction levels. During the past year, a number of pupils have participated at national levels in dance, horse riding and swimming. In addition, some have competed successfully at regional levels in football, netball, rowing and swimming. Pupils regularly and successfully participate in an online national mathematics challenge, science 'Olympiads' and economics competitions. The school supports its aims by providing a stimulating curriculum that gives all pupils the chance to achieve well in non-academic as well as in academic work. Those who have SEND and EAL are as keen to take advantage of the range of opportunities as their peers and their achievement is greatly enhanced as a result.
- 3.7 As pupils move through the school, they develop a scholarly approach and a love of learning, in line with the school's aims and the vision of Mary Ward. This is evident in a range of well-developed learning skills. For example, younger senior pupils demonstrated excellent programming skills in an ICT lesson when they created an intriguing murder mystery game. Sixth form EPQ projects show high-quality individually researched and written work on diverse topics ranging from quilting to fast fashion, as well as to the reintroduction of the Eurasian Lynx to Scotland. Pupils used sophisticated study and research skills, demonstrating multiple areas of knowledge and skills to produce arguments for and against the proposed EPQ titles. Younger junior pupils confidently demonstrated their excellent knowledge and understanding of the life cycle of the butterfly by using the school's hatchery as a stimulus for exploration and discussion.
- 3.8 Pupils display mature levels of knowledge and understanding across the curriculum. They achieve well because much of the teaching is ambitious, stimulating and well matched to their needs. In a science lesson, senior pupils successfully deployed a chemical analysis technique for separating colours. Their analytical skills were excellent as they identified several colours in each dye, as well as any anomalies in results. They were able to synthesise information from different sources which resulted in their finding the correct answers. Scrutiny of history workbooks demonstrated that junior pupils have developed excellent analytical skills when considering how the Home Front supported

the war effort during the second World War. In English, senior pupils' workbooks showed that they were able to make impressive hypotheses, comparisons and conclusions when confidently analysing Shelley's *Ozymandias*. Sometimes, however, younger pupils in the senior school do not demonstrate these attributes when teaching approaches across a range of subjects are insufficiently challenging, especially for the more able. In this way opportunities are missed to accelerate pupils' learning and in particular to develop their higher-order thinking skills through their written and spoken responses.

- 3.9 From the EYFS onwards pupils across the school, including those who have SEND and EAL, have highly proficient communication skills. This is largely due to a shared culture and enthusiasm for public performance. Pupils speak with confidence and clarity in public, skilfully adjusting their style to the audience. For example, these qualities were observed during an open-air rehearsal that took place for the school's production of *Beauty and the Beast*. This demonstrated a real joy in performance and communicating to others. Younger senior pupils read aloud extracts from their own poetry fluently; the poems confidently illustrate the various themes by using sophisticated imagery. Pupils have excellent linguistic skills in a range of languages, including French, German, Latin, Mandarin and Spanish. Across the school, they display excellent listening skills, whether in lessons, assemblies or smaller discussions. For example, junior pupils listened very attentively to information about how they can look after their mental health and well-being, particularly when they are feeling fatigued or emotional. In the course of the inspection, almost a quarter of pupils participated in group discussions with inspectors. During these conversations they demonstrated an openness and combative spirit in agreeing with as well as challenging each other, often drawing freely on their personal experiences. They articulated their answers lucidly and politely, showing a mature perspective on the wide range of topics under consideration. They are keen for their voices to be heard within the school but are accepting that there are often different views from their own.
- 3.10 Pupils' numeracy skills are highly developed and used to great effect across a range of subject areas. Children in the EYFS displayed excellent numeracy skills in recognising measurements of length when designing and drawing out a glittering crown. In science, senior pupils accurately measured 25 centimetres cubed of water with a pipette, in preparation for an experiment involving acid and alkali. Pupils use their excellent ICT skills in lessons to support their home learning and in the production of some excellent independent work. The youngest pupils develop good skills in coding while older pupils use the internet effectively to undertake independent research projects. Senior pupils were adept at using mathematical skills in an ICT lesson to programme the movement of a robot, determining distance and angles accurately. In a physical education lesson on sports leadership, senior pupils used tablets skilfully to record and review demonstrations of multi-skill movements in preparation for coaching younger pupils. Boarding and day pupils reported that they frequently use school-based web applications to research material for their homework and to access their timetables in order to manage their workload more effectively.
- 3.11 Pupils of all abilities, including those with SEND and EAL, develop positive attitudes to learning. They are focused and show a strong desire to succeed. In lessons, pupils apply themselves diligently and enjoy collaborative working. During a history lesson, for instance, senior pupils worked diligently and with exceptional focus when examining the Truman Doctrine of the late 1940s. Here pupils showed great initiative by producing high-quality presentations using a variety of media. In classrooms and around the school site, pupils are extremely polite, friendly and well mannered, showing respect for each other and their teachers and working well together. This was evident during an English lesson, where junior pupils showed high levels of collaboration when creating an interview script. This focused effectively on a migrant character they had created, following their reading of a book about refugees. Pupils' conscientiousness and highly focused attitudes to learning, coupled with great mutual support, enabled them to achieve well.

## The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils are able to respond positively in discussions about their feelings and their future aspirations. Most demonstrate excellent self-knowledge, competently identifying personal strengths and areas for improvement. They make well-considered judgments, underpinned by strong self-confidence. For example, sixth-form pupils showed excellent judgement when evaluating the strengths and weaknesses of a drama presentation. They reflected on their use of physicality in their characterisation of a suffragette. They also considered in depth how that helped in the development of the character as well as in the wider performance. As pupils move through the school, their confidence increases, nurtured by excellent welfare and pastoral support. Pupils are reflective and resilient in many respects, whether settling in as new boarders or managing the emotional aspects of forming new friendships. In discussion, they showed a strong self-awareness in their approach to relationships of different kinds. They said that they feel ready and well prepared for the next stage of their lives. Inspection evidence confirms this. Pupils value the support given to them by staff and work hard to appreciate and fulfil resoundingly the school's values of 'integrity, justice, responsibility and respect within a strong moral framework'.
- 3.14 Pupils have a mature appreciation of the importance of making informed decisions. For example, during a recent DofE expedition, a group of senior pupils lost their way. They kept calm and took the sensible decision to use the compass to navigate their way back to base. They are clear that the decisions they make now about their learning, behaviour and friendships are likely to affect their future success and well-being. Pupils said that they are given effective guidance to help them improve their organisation, planning and timekeeping skills. They strike the right balance between school commitments and recreational activities to ensure their good physical and mental health. Boarders decide sensibly, on a weekly basis, how much time they will devote to studies during the weekend, what activities they will engage in and how much time they will set aside for socialising with their friends. Pupils have frequent opportunities for quiet reflection to make decisions throughout the school day which helps to develop their confidence and independence. For example, in a computer science lesson, junior pupils were able to decide by themselves which coding commands they should use when programming an animation entitled *Spooky Forest*.
- 3.15 The pupils' social development is excellent and they work effectively with others in solving problems to achieve shared goals. In accordance with the school's aims and ethos, the pupils have a keen sense of collaboration and of contributing to the community. They are polite, form positive relationships and typically listen to adults and one another respectfully. For example, in a personal, social and health education (PSHE) lesson on 'being yourself', junior pupils recalled confidently details about 'fitting in' during certain social situations. Pupils show excellent appreciation of how their behaviour could affect others and of the importance of taking responsibility for their actions. Older pupils, for example, play a significant role in fundraising for charities based in the UK and overseas, while junior pupils spoke eloquently about working locally with the Cambridge food bank. In their discussion with inspectors, pupils spoke proudly about the impact that the eco committee makes towards their goal of achieving an Eco-School Award. Pupils feel passionately that through education and social activism they can promote sustainability and prevent damage to the environment. Pupils enjoy taking on leadership roles such as those of prefects, house captains and science, technology, engineering, and mathematics (STEM) ambassadors. The pupils are effective and responsible in these various roles, helping, for example, to ensure that boarders and day pupils are happy and well settled into the school. Younger boarders spoke of the positive impact that older pupils have on their personal development and well-being.
- 3.16 Pupils have an excellent understanding of how to stay safe online. They know not to give out personal details and to tell a trusted adult if they receive communication from strangers or bullying messages. This was reflected in their responses to the questionnaire in which almost all asserted that they know how to stay safe online. They are developing a mature awareness of issues which arise during

adolescence, including understanding of consent, social boundaries and keeping safe in personal relationships. Pupils have a good awareness of how to support their mental health and older ones discuss their mental health concerns in a confident and mature way. They also know that for a healthy lifestyle it is important to get enough sleep, eat a balanced diet and take regular exercise. Children in the EYFS explained how gardening helps them to relax and to feel pleased with their efforts. In the questionnaires, a small minority of boarders criticised school food and snacks, but observation of availability, menus and discussion with boarders supported the view of the vast majority that the school supports healthy eating.

- 3.17 Pupils have a good understanding of right and wrong in the context of behaviour. In a Spanish lesson about the influence of the Reggaeton music movement on Hispanic women, sixth-form pupils navigated their way skilfully through the related cultural complexities, moral dilemmas and socio-economic issues of gender and race. Pupils were able to identify and articulate different perspectives like the love of the music. They also recognised the violent language, images and objectification of women and the impact they have on music, individuals, women and communities. Most pupils behave well and understand the school's rules and sanctions. A small minority reported in questionnaires that pupils are not always kind and respectful towards each other. This view was echoed by some of the many pupils interviewed by inspectors. Scrutiny of records shows that, overall, numbers of incidents of misbehaviour are falling. Leaders have already identified the consistent application of sanctions as an area for review and staff training although generally these are dealt with in a timely and effective manner.
- 3.18 Pupils develop strong spiritual awareness because governors and senior leaders have ensured that there is significant appreciation of the benefits of reflection across the curriculum. The values of Mary Ward which the school seeks to promote are implicit in pupils' support for each other and their work to eliminate injustice in the wider world. In an art lesson, senior pupils created well-crafted drawings and photographs involving nature, which reflected their appreciation of the complexity of the natural world. Many pupils enjoy the strong sense of fulfilment gained from performance in drama or music. They are able to explore and express their deeper emotions more fully in the performing arts and thus gain a deeper perspective of the non-material world.
- 3.19 Pupils learn about other cultures and the diversity of societies in subjects across the curriculum as well as from the different cultures represented among the school population. In a PSHE lesson, junior pupils expressed themselves confidently and displayed high levels of empathy in explaining why it is good to be an individual. They explained clearly and with conviction why they should celebrate differences and recognise that everyone's opinion matters. Pupils develop a broad awareness of different cultures and religious customs. For example, in a religious studies lesson senior pupils learned why the weekly observance of *Shabbat*, the period of rest between Friday evening and Saturday night, is important to Jews. Pupils who are active in the school's Inclusivity committee freely discuss key themes in relation to diversity and cultural understanding, including LGBTQ+ issues and their relationship to school life. Most pupils are respectful of diversity within the community and are prepared to have very open discussions about religion, ethnicity, disability and those who are considering their gender identity. This is because leaders have worked tirelessly to ensure that equality of opportunity is promoted vigorously across the school and with generally very positive results. In the pupil questionnaires, however, a small minority of respondents felt that they are not always treated equally in school by their peers. Inspection evidence from some of the interviews with inspectors shows that not all pupils demonstrate a broad appreciation and understanding of diversity in the school and wider society.

## 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, two governors, including the chair, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited boarding houses and 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 David Scott	Reporting inspector
Mrs Julia Shenolikar	Compliance team inspector (Deputy head, ISA school)
Mr Edward Bond	Team inspector (Head, IAPS school)
Mr Simon James	Team inspector (Head of prep, IAPS school)
Ms Claire Parker-Wood	Team inspector (Deputy head, ISA school)
Mrs Joanne Taylor	Team inspector (Former senior deputy, GSA & HMC school)
Ms Elena Hess	Team inspector for boarding (Vice principal, ISA school)