



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Queen's College, London

February 2022

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School's Details

School	Queen's College London			
DfE number	213/6036			
Registered charity number	312726			
Address	Queen's College London 43-49 Harley Street London W1G 8BY			
Telephone number	020 72917000			
Email address	queens@qcl.org.uk			
Principal	Mr Richard Tillett			
Chair of governors	Professor Alison While			
Age range	4 to 18			
Number of pupils on roll	607			
	EYFS	33	Preparatory	173
	Seniors	312	Sixth Form	89
Inspection dates	8 to 11 February 2022			

1. Background Information

About the school

- 1.1 Queen's College, founded in 1848, is an independent day school for female pupils. The senior school occupies four joined buildings in central London. The preparatory school, for pupils between four and eleven, operates on its own site a short distance from the senior school. The school is a charity governed by a council of governors under the terms of a Royal Charter of 1853. Since the previous inspection, a science, technology, engineering and mathematics laboratory has been constructed in the prep department. In the senior school, procedures for tracking pupils' progress restructured and governance procedures strengthened.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers.
- 1.3 During this period of closure, the school provided remote learning materials for all pupils.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.7 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades and teacher-assessed grades were awarded.
- 1.8 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.9 The school aims to provide an academic education for females in a happy and supportive atmosphere. It sets out to enable every pupil to reach her full academic and personal potential, by providing a curriculum which fosters independent thought and intellectual curiosity. It intends that by the time they leave school, its pupils are young women of character with a love of learning, empathy, tolerance, and the self-confidence to prepare for the challenges of adult life.

About the pupils

- 1.10 The majority of pupils come from professional families living within a three-mile radius of the school. Data from standardised tests indicate that most pupils are of above-average ability
- 1.11 The school has identified 109 pupils as having a special educational need or disability (SEND) such as dyslexia, dyscalculia and dyspraxia. Of these, 57 receive additional support within the school. There is one pupil with an education, health and care plan (EHC). None of the 161 pupils who speak English as an additional language (EAL) requires additional support. More able or talented pupils receive additional challenge in a programme of activities and trips; the curriculum may be adapted to allow pupils with specific talents to develop their skills.

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 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](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

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 school, the school's own framework for assessment confirms that teaching enables enable pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 At GCSE in the years 2019 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2019 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.5 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.
- 2.6 Pupils receive relationships education in the prep 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.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.10** 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.
- 2.11 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 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.
- 2.13 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

2.14 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.

2.15 The standards relating to the premises and accommodation [paragraphs 22–31] 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.

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

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

2.21 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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Reception	Reception
Form I	Year 1
Form II	Year 2
Form III	Year 3
Form IV	Year 4
Form V	Year 5
Form VI	Year 6
Class 3	Year 7
Class 2	Year 8
Class 1	Year 9
1 st Junior	Year 10
2 nd Junior	Year 11
1 st Senior	Year 12
2 nd Senior	Year 13

Key findings

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

- Pupils achieve good levels of success in academic examinations and in activities beyond the classroom.
- Their progress across the curriculum is good.
- Their communication skills are excellent throughout the school.
- The progress of pupils in the senior school is limited on occasion by a reluctance to think for themselves and a reliance on their teachers for precise guidance.

- 3.2 The quality of the pupils' personal development is excellent.
- Pupils have highly developed social skills, engaging enthusiastically in collaborative discussions so as to solve problems effectively.
 - They have high moral standards and a strong sense of fairness.
 - They are tolerant and respectful of the diversity within the school and proud of all this brings to their community.

Recommendations

- 3.3 The school is advised to make the following improvements:
- Ensure that pupils of all abilities develop greater confidence in their ability to think for themselves and the courage to be more independent.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Pupils achieve good academic standards, evidence of the school's success in meeting its aims. Most children in the EYFS reach the early learning goals by the end of their Reception year. Prep school pupils are successful in entrance examinations for selective senior schools, a number each year being offered scholarships. GCSE examination results have been consistently above the national average; in 2021 two-thirds of results were at the highest grades. There has been 100 per cent pass rate at A level over the last five years, and in 2021 most results were at A* to B, a marked improvement from previous years. A large majority of pupils achieve places at universities with demanding entrance criteria; some others choose to follow art foundation courses or degree apprenticeships. Across the school almost all pupils make good progress from their starting points, and in public examinations achieve results better than expected from data at entry. This is confirmed by observations in lessons. Pupils with SEND or EAL are well supported in classrooms and by the learning support department, so that they achieve in line with their peers. Those identified as more able are provided with additional challenge in a special scholars' programme, but in lessons pupils are reticent to challenge their own understanding, and at times this can constrain the intellectual growth of which they are capable. An overwhelming majority of parents expressed satisfaction with their children's progress overall.
- 3.6 Pupils' knowledge and understanding across the curriculum develops as they move through the school supported by the warm encouragement and expectations of their teachers. Children in EYFS gleefully identified the shapes of objects pulled out from a bag, using terms such as 'cuboid' or 'pyramid,' correctly. Pupils in Year 2 spoke confidently about scientific matters such as the environment and how changes impact on animal habitats, while those in Year 5 used sophisticated terminology when discussing their historical research into views of the universe. Senior school pupils demonstrate a good understanding of scientific concepts and are able to apply these, for example in making a telescope out of cardboard tubes and lenses. They reach good standards in their awareness of historical events and geographical processes. The pupils are naturally creative; their enjoyment of music is overt and they reach excellent standards in choirs and instrumental groups, encouraged by the school's link with a professional orchestra. Artwork across the school is vibrant and imaginative, from prep displays of Chinese lanterns to senior school pupils' exploration of abstract shapes and texture. They develop their physical skills in games sessions off-site as well as in the dance lessons in school, in which they participate with great enthusiasm.
- 3.7 Pupils have excellent communication skills. Children in Reception and pupils in the prep school are able to hold a conversation confidently, explaining their thinking with clarity. The vocabulary used by older prep school pupils is often extremely mature, encouraged by teachers who use subject specific terminology in lessons and expect the pupils to do the same. Pupils in the senior school have a similar

facility in conversation and express themselves confidently, using the technical terms provided by their teachers with varying degrees of confidence. Across the school, pupils' written work shows an eagerness to use a variety of sentence structures and excellent grasp of grammar, both in English and in French. They listen to each other and their teachers carefully; they raise their hands and wait their turn, so that class discussions are respectful and productive. They also have lively discussions when asked to do so in class, sharing ideas to come to agreed conclusions, for example in history and personal, social and health education (PSHE) lessons. Pupils are able to make oral presentations confidently, seen in an assembly talk by sixth-form pupils on significant figures in LGBTQ+ history.

- 3.8 Their mathematical skills are well developed. Across all phases of the prep school, pupils show confident and secure ability to deal with numbers, supported by carefully planned lessons that set high expectations. They are able to apply their understanding to other areas of the curriculum, for example in a project on planning a holiday budget. In the senior school, too, pupils show good mathematical competence; those in the sixth form especially have the ability to manipulate numbers in a complex manner and to apply their knowledge outside the mathematics classroom. Despite their clear competence, some pupils lack confidence in mathematics especially when required to trial these skills in other subjects such as chemistry or psychology. They appreciate the support of their teachers which they say enables them to get better with practice.
- 3.9 Pupils take access to ICT for granted. They are drawn to computer science as an examination subject, but do not use it by default elsewhere. In the prep school, pupils enjoy learning the basics of coding and many pupils can use a variety of applications on tablet devices competently. In some lessons using ICT, a number of pupils had made limited progress over time, with lessons proceeding slowly as pupils struggled to log on or to manage the task without help. The pupils in the senior school are assured in managing such devices and most of them had quickly mastered the programmes required for online learning. They have the skills and knowledge to use technology for research purposes and they do so, but many choose to produce work with paper and pen, saying this is a reaction to the enforced time spent on screen in recent months.
- 3.10 Pupils develop good study skills. Reception children were able to suggest the possible consequences should the 'Little Muncher' of their song cease to collect rubbish from the village. Prep school pupils show excellent ability to discuss and analyse, for example when working out that the speed of falling objects suspended from a parachute was affected by the height from which they were dropped. In the senior school, discussions in a Year 8 Thrive lesson showed the pupils applying complex thinking skills as they hypothesised what expectations parents might have of their children and then analysed the potential conflicts between these and those expectations which children have of their parents. Sixth-form pupils show a good ability to analyse and assimilate information in researching for their chosen topic for their extended project qualification (EPQ). Pupils' study skills develop especially well in those lessons in which careful questioning encourages them to think for themselves and to find their own answers. On other occasions, pupils are hesitant to be independent and over rely on their teachers for precise guidance and reassurance.
- 3.11 Pupils achieve a number of successes outside the classroom. Prep school pupils have been especially successful in creative activities such as speech, drama and music with many achieving merit or distinction levels in examinations. There have been successes at national level for ballet and tap dancing. Each year a number of pupils win scholarships for entry to senior schools. In the senior school, some pupils have been successful in a number of national academic competitions such as the Maths Challenge, with three silver awards at senior level and seven at junior level; science Olympiads, including a gold award; university language and essay competitions; and Young Writers awards. Sporting successes include becoming London cross country champions and individuals invited to join the national gymnastics development squad. Some pupils have earned places with the National Youth Orchestra or the National Youth Choir and some have parts in professional television or stage productions.

3.12 Pupils' attitude to learning is good. Throughout the school they are eager learners, ambitious to succeed and committed to doing the work necessary to do so. Pupils in the prep school are learning that mistakes often provide helpful ways to learn and that there is nothing to fear in finding something challenging. Prep school pupils were heard reciting the positive messages encouraged by staff, saying, 'I believe in myself, I can do this.' In the senior school, too, pupils are keen to learn. They settle quickly in class, concentrate well and particularly enjoy opportunities for paired or group work; their ability to work collaboratively is excellent. In lessons, younger pupils in the senior school tend to be passive unless working in groups. They assiduously take notes but only contribute when directly called upon, posing few spontaneous questions other than at a basic level. In only a few lessons did pupils show the independence of mind and intellectual curiosity to which the school's aims aspire. As they mature, most pupils learn to take more responsibility for their learning, supported by the school's encouragement and advice when mistakes are made.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' self-confidence and self-esteem develop well, supported by an atmosphere in which they know they are valued and respected. Over time they develop a strong understanding of themselves and how they work best, although do not readily take risks in their academic work. Most of the children in Reception understand the importance of sharing and waiting patiently for their turn. Prep school pupils work contentedly whether on their own or with others. They respond well to their teachers' encouragement to try something for themselves before asking for help, an approach which fosters their resilience and independence. In the senior school, pupils develop good self-knowledge over time and a clear awareness of their own personalities, their strengths and weaknesses. In discussion many pupils said that the school's pastoral care is excellent, and that they feel supported and understood when encountering difficulties. Examples were given of having done poorly in an essay but having the determination and resilience to ask to repeat the task. They say that they coped well with the demands of remote learning but that they appreciate the return to the structure and organisation of school life.
- 3.15 Making decisions for themselves is something the pupils learn to do from their start in Reception, where they choose their own activities following an introduction by the teacher. Their confidence in making decisions continues to grow as they move up through the prep school, for example deciding what sort of artistic designs would work best on their cylindrical rainmakers, or in fathoming out a bridge building challenge in mathematics. Senior school pupils know the importance for their futures not just of subject choices for GCSE or A level, but of the choices they make in lessons. This was seen in science lessons and especially in creative subjects. In art lessons, Year 11 pupils were absorbed in experimenting with a range of objects to create surface texture in gesso, deciding which would be the most effective to use in their own designs. A physical theatre challenge in drama soon led Year 7 pupils to realise that they could achieve the effect they wanted more quickly by working together, rather than by individuals dominating. Sixth-form pupils who choose to pursue the EPQ value the opportunity to explore their own interests in more depth; current topics include animal agriculture, the collapse of the Soviet Union and censorship in Iran under Ayatollah Khomeini.
- 3.16 Across the school, the pupils show an appreciation of the small things in daily life that help create a sense of a rich life, such as good friends, family and fun. Their aesthetic appreciation of beauty is very evident. Prep school pupils drew on the colours in the natural world to create pieces based on a rainforest theme. The quality of the music produced in a senior school brass band rehearsal was excellent and drew passers-by to stop and listen with appreciation. Pupils say they find peace of mind and contentment from being absorbed in making art or music. Both in the Prep school and in the senior school, pupils are clear that their core values are respect and kindness. Prep school pupils were enthusiastic about their discussions on abstract ideas such as the concept of love and said that having a good heart is more important than money. Senior school pupils in Year 10 reflected thoughtfully in a

PSHE lesson on why some people are drawn to radicalisation and, in other discussions, on why belief systems fade over time.

- 3.17 Pupils have a very clear sense of right and wrong. They see the school's behavioural expectations as fair and they are strongly supportive of the actions the school has taken on the few occasions when individuals have consistently failed to live up to these. They show the strength of character of the school's aims. Pupils' demeanour is excellent, characterised by respect, courtesy and an empathic awareness of the needs of others. Reception children respond quickly to instructions and settle quietly to listen. In the prep school, pupils take pride in behaving respectfully and sensibly. They are clear on the unacceptability of some actions but also consider whether the context of an action makes a difference. In the senior school, pupils include anything that hurts someone else in their definitions of unacceptable behaviour. They are adamant that bullying is never acceptable and say they would have no hesitation in reporting this to staff, even if the culprit were one of their friends. They were, however, more hesitant when asked if they would challenge the behaviour themselves. In conversations pupils consistently said that any bullying is very rare and, contrary to responses in the questionnaire, that they would be confident in going to staff for help. Following recent press coverage of sexual violence and harassment of women, the pupils produced their own ideas on how the College can stand up to violence against women.
- 3.18 Pupils are highly skilled at collaborating with each other, as frequently seen in lessons and also around the school. Reception children happily worked together to create the appropriate sound effects to accompany the song they were singing. Year 3 pupils focused very effectively on rehearsing a key scene for a play. Pupils enjoy the team and social games introduced as co-curricular activities, which have helped to develop their social confidence. In the senior school, excellent cooperation was apparent in lessons, as Year 9 pupils translated Latin sentences together, while Year 13 helped one another complete calculations in chemistry. A number of pupils are involved at various levels of The Duke of Edinburgh's Award Scheme, using their teamwork skills to achieve success in their expeditions. In 2020 a Young Enterprise team's combined acumen resulted in them winning the marketing award for the London area.
- 3.19 Pupils are proud of their school and their attitudes help to create a supportive, respectful environment. They know that the school values and listens to their opinions. The school council for the prep and the senior school's equivalent, known as Parliament, take their responsibilities seriously. Their requests have had a direct impact on their school life; for example, the school has replaced plastic cups with recyclable paper ones. Each form in the senior school has regular direct access to senior leaders in an informal breakfast meeting, during which their concerns and requests are given careful attention. Both in the prep and in the senior school, prefects, anti-bullying ambassadors and peer mentors are highly valued for their commitment to others. They are excellent role models for younger pupils and provide support in academic or personal matters as well as in house activities. Some of these focus on charitable efforts, raising funds for causes such as a local food bank, for the homeless or for the recent Afghan refugee crisis. The pupils are very aware that they are fortunate and some individuals respond to this awareness of privilege with their own initiatives. For example, the brass band played Christmas carols in the streets to raise charitable funds.
- 3.20 Pupils have very open attitudes and are highly conscious of issues of diversity and inequality. Prep pupils demonstrate an understanding that the range of nationalities within their community is valuable and they enjoy the various presentations from visitors on their families' customs and beliefs. In response to heightened awareness of racial inequality, pupils in the senior school initiated the formation of a diversity action group including staff and governors, recommending suitable reading material to the adults. Sixth-form pupils led assemblies in Black History Week about the black director of the film *12 years a slave* and pupils have welcomed changes in curricular topics and texts studied to better reflect diversity. The diversity group has widened its brief to encourage greater awareness of different cultures and traditions. During the inspection pupils in the senior school were marking Diversity Week with a focus on LGBTQ+ matters. Sixth-form pupils gave an assembly on significant

figures in the development of this movement and a literary society meeting shared recommendations for novels with black or homosexual protagonists. Discussions in form time on these issues revealed pupils' understanding of the importance of tolerance and their revulsion at the unacceptable treatment of those with protected characteristics.

- 3.21 Pupils are confident in their knowledge how to keep themselves safe and healthy. They appreciate the healthy food at lunch time and know it is important to eat well and exercise. Prep school pupils very much enjoy the periods when they are taken to play in outdoor areas nearby. Reception pupils are enthusiastic about their session in a local outdoor education area, which they can explore and tackle new challenges. All pupils are taught how to keep themselves safe when working online; even the youngest are able to explain why passwords should not be shared. Those in senior school spoke appreciatively of the way in which the school encouraged them to look after their physical and mental health during periods of remote learning. They are conscious of the need to manage the pressure created by their aspirations and expectations. Despite some of the responses from pupils in the questionnaire, in conversations pupils consistently stated that they would not hesitate to seek help from the school as necessary. They say they are confident that staff know them well and that their excellent pastoral guidance will support them.

4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with 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. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Colette Culligan	Reporting inspector
Mr Rob Thornton	Compliance team inspector (Headmaster, ISA school)
Mr Tim Dewes	Team inspector (Former deputy head, HMC school)
Mr Matthew Jelley	Team inspector (Deputy head, ISA and IAPS school)
Mr Christopher Hall	Team inspector (QA officer, HMC overseas franchise)