



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Queen Elizabeth's Hospital**

**November and December 2022**

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## School's Details

|                                  |   |     |                |     |
|----------------------------------|---|-----|----------------|-----|
| <b>School</b>                    | Queen Elizabeth's Hospital  |     |                |     |
| <b>DfE number</b>                | 801/6014  |     |                |     |
| <b>Registered charity number</b> | 1104871   |     |                |     |
| <b>Address</b>                   | Queen Elizabeth's Hospital<br>Berkeley Place<br>Clifton<br>Bristol<br>BS8 1JX |     |                |     |
| <b>Telephone number</b>          | 0117 930 3040   |     |                |     |
| <b>Email address</b>             | office@qehbristol.co.uk   |     |                |     |
| <b>Headteacher</b>               | Mr Rupert Heathcote   |     |                |     |
| <b>Chair of governors</b>        | Mr Paul Keen  |     |                |     |
| <b>Age range</b>                 | 7 to 18   |     |                |     |
| <b>Number of pupils on roll</b>  | 777   |     |                |     |
|                                  | <b>Juniors</b>  | 107 | <b>Seniors</b> | 456 |
|                                  | <b>Sixth Form</b>   | 214 |                |     |
| <b>Inspection dates</b>          | 29 November to 1 December 2022  |     |                |     |

## 1. Background Information

### About the school

- 1.1 Queen Elizabeth's Hospital is an independent day school in Bristol. The majority of pupils are male, with female pupils only joining in the sixth form. The school was founded in 1590, providing a boarding education for the poorest children in the city.
- 1.2 The school is a company limited by guarantee, an educational charity governed by a board, who are also trustees of the charity. The current headteacher was appointed in April 2020.
- 1.3 The school comprises three sections, juniors, for Years 3 to 6, seniors, for Years 7 to 11 and the sixth form.

### What the school seeks to do

- 1.4 The school aims to develop each pupil's intellectual and spiritual independence and to support personal development within a caring community. It seeks to help pupils appreciate the importance of working with others and serving the local community, as well as having a global perspective. The school endeavours to ensure pupils have a clear sense of right and wrong and to prepare pupils for the next phase of their lives.

### About the pupils

- 1.5 Pupils come from Bristol and the surrounding area. On entry, pupils' ability is above average compared to those taking the same tests nationally. The school has identified 124 pupils as having special educational needs and/or disabilities (SEND), including mild dyslexia and other conditions. Of these, 34 receive additional specialist help. One pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 71 pupils, one of whom has additional support for their English. The curriculum is modified for those pupils identified as the most able in the school's population.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

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

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#).

## Key findings

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

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

- 2.2 In the junior school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, the school's GCSE and A-level results in the years 2018 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

### **PART 3 – Welfare, health and safety of pupils**

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

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

2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

**2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

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

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

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

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

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

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

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

2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the 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 achieve a high standard of results in public examinations, reflecting their consistent progress through the school.
- Pupils have an excellent level of subject knowledge and they apply this effectively to new tasks.
- Pupils are confident and articulate communicators; they listen well and produce effective written work.
- Pupils display a very positive attitude towards their work.
- Pupils engage fully in the wide-ranging extra-curricular programme offered by the school and gain success in many areas.

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

- Pupils are highly confident and resilient individuals; they know what they want to achieve and how to reach their goals.
- Pupils work together very effectively to achieve their objectives, encouraged by the many opportunities for teamwork.
- Pupils have an excellent understanding of their responsibilities towards others, both within the school and the wider community.
- Pupils exhibit a strong self-regulating approach to their behaviour, reflecting an excellent understanding of right and wrong.
- Pupils display genuine respect and tolerance towards each other, creating a caring and supportive community.

#### Recommendation

3.3 The school is advised to make the following improvement.

- To expand on the recent initiatives on equity, diversity and inclusion to further heighten the pupils' awareness of the diversity of the wider community.



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

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils at the school achieve a high standard of results, significantly exceeding the predictions from standardised assessments at every level. This is in keeping with the school's aim of providing an excellent academic education based firmly within a strong caring pastoral environment. At A-level, during the years 2018 to 2021, over half of the grades awarded were at A\* and A. At GCSE in the same period, two-thirds of grades awarded were at 9 to 7. The results at both levels in 2022 are above those achieved when external examinations last took place. Pupils with SEND achieve above expectations and at least in line with the main cohort. The overwhelming majority of Year 13 leavers go onto university with almost half going to their first-choice destinations to study a variety of courses, including at competitive institutions. Data from the junior school indicate that the vast majority of pupils are working above those taking the same assessments nationally. Almost all parents who responded to the pre-inspection questionnaire said that teaching enables their child to make progress.
- 3.6 Pupils display an excellent level of subject knowledge across the curriculum which they apply effectively to new tasks. They are supported to do this by committed teaching which, for the most part, seeks to challenge pupils in lessons and involve them directly in their learning. Pupils in Year 6 made rapid progress in their knowledge of how to say the months and seasons in a fast-paced, effective German lesson. Pupils draw effectively on their prior learning in order to develop their understanding of new concepts. They show an excellent recall of technical vocabulary, such as in a Year 10 design and technology lesson. Pupils displayed excellent, accumulated knowledge and made rapid progress in a Year 13 mathematics class in finding tangent solutions to polar curve problems. Pupils in the examination years show real strength in their awareness and application of assessment criteria to their work. Almost all pupils who responded to the questionnaire said that teachers know their subject well and most agreed teachers know how to help them to learn. Inspection evidence supports this view, as seen in a sixth form history lesson where pupils made excellent use of their knowledge of the topic, to examine perceptively the provenance of the historical sources they were using.
- 3.7 Pupils are highly articulate and confident communicators, both in and out of lessons. They listen respectfully to other pupils and learn from them, so that they can develop their ideas further. Pupils' written work is of high quality and reflects the effectiveness of teaching they receive. This can be seen across the subjects, illustrating pupils' ability to communicate their ideas in different formats. Pupils share ideas and express themselves fully, in an atmosphere that gives them confidence. In a Spanish lesson in the senior school, pupils answered questions with a keenness to display their linguistic skills. They show great clarity in their use of subject-specific vocabulary. Pupils achieve success due to their willingness to, and competence in, expressing relevant ideas and a readiness to question their teachers and engage with the thoughts of others. A notable feature of pupils' written work in the junior school is their successful use of figurative language, as demonstrated by Year 6 pupils in their descriptive writing. Similarly, in a Latin lesson in the senior school, pupils could express effectively, their answers to a comprehension exercise, both verbally and then in their writing.
- 3.8 Pupils throughout the school, are fully involved and develop new skills across many extra-curricular areas. Pupils achieve success in ABRSM exams including the highest levels and there are individuals involved in a number of national music groups such as the National Youth Choir. The performances in both music and drama in both junior and senior schools, as seen in recordings of past productions, are of excellent quality. In sport, pupils achieve success both in teams and as individuals. The female pupils' hockey team reached the national finals last year. The male pupils' teams won more than two-thirds of their games with particular successes in rugby sevens and county cricket. There are pupils involved in the Bristol Bears' academy squad and in Bristol Rovers' academy, as well as in county cricket teams. The Duke of Edinburgh's Award scheme (DofE) is very popular and pupils gain awards at all three levels, with seven golds achieved last year. They also take part in the demanding Ten Tors challenge each year and gain recognition for this. Pupils achieve success in national competitions in mathematics, chemistry and physics, gaining the highest levels. A chess team came second in a

national competition last year and a debating group reached the national finals in the English-Speaking Union 'Mace' debate. Pupils in the junior school achieve success locally and nationally, in a range of sports, such as football and swimming.

- 3.9 Pupils display an excellent attitude towards their learning and, for the most part, are fully focused in their lessons. They work effectively on their own and take responsibility for their learning. Pupils are strong collaborative workers and improve their understanding through learning from others. In this they are helped by teaching that often promotes an open exploration of topics and uses a variety of styles to challenge pupils. Pupils in the junior school develop an excellent approach to learning as part of the values-based education philosophy, promoted by the school's leaders. Year 4 pupils worked effectively to produce a soundscape in a drama lesson inspired by the Amazon rainforest. Similarly, in a business studies lesson in the senior school, pupils collaborated effectively to build detailed arguments about the role of cost and differentiation in gaining a global competitive advantage for firms. Pupils take pride in both their academic progress and levels of attainment and in the clubs and other activities in which they are involved.
- 3.10 Pupils show strong study skills. They know how to research effectively and then develop their ideas through analysis towards a valid conclusion that summarises the key points in an argument. Pupils work easily with their peers supported by careful, purposeful teaching which promotes pupils' skills for learning. In the junior school, pupils are given effective opportunities to analyse, hypothesise and synthesise information in order to draw their own conclusions. For example, Year 6 pupils used a variety of sources to develop their geography project on farming. Pupils in the senior school produce excellent projects showing high levels of high order thinking on topics such as gene-editing in the treatment of cancer and the subject of statues of controversial historical figures. Pupils constructively use and comprehend written resources when required, as seen in some Year 11 work in history, which showed a great variety of written techniques and methods of note-taking. Work scrutiny identified some skilled pieces of extended writing with evidence of clear understanding of how to construct an effective argument and arrive at a conclusion
- 3.11 Pupils show a strong level of numerical competency and were observed to use them in other subjects such as the sciences, as and when required. Pupils who spoke to the inspectors said that mathematics skills have been taught to them very well and they felt secure in their knowledge. Pupils consistently demonstrate positive attitudes towards numeracy, engaging enthusiastically and effectively in lessons. Both oral and written answers show excellent proficiency in numeracy. Thorough methodology taught in class, enables pupils to approach problem-solving confidently and systematically. For example, Year 3 pupils tackled capacity problems very effectively, helped by the way learning was expertly built up in the lesson. The manipulation of number and the representation of numerical information in forms such as line graphs and tables, comes naturally to senior pupils. In the sixth form, pupils in the sciences applied their mathematical skills with great assurance to statistical tests and data analysis.
- 3.12 Pupils are clearly very competent in their use of information and communication technology (ICT). Their skills develop from discrete lessons in younger years and subjects that make use of technology for their work. In discussion, pupils declared themselves to be confident users of ICT. Evidence from work across the range of subjects and age-groups confirms this to be the case. Pupils benefit from the introduction by the school's leaders of devices for working and demonstrate their innate ability in lessons where the technology is used. This was seen in a Year 8 Latin lesson where the pupils made full use of their devices to translate and answer comprehension questions accurately. Pupils in Year 5 showed effective skills in designing a football game in a coding exercise.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are highly confident and resilient individuals and at the same time, show genuine humility. They know what they want to achieve and how to reach their goals. Senior pupils spoke to the inspectors about being taken out of their natural 'comfort zones' in activities, so that they learnt to deal with tough challenges and became more resilient. They made reference to the demands they encountered in the programme of adventurous activities and their community service projects, which they undertook. Pupils are happy to take risks in their ambitions because they feel supported by the school. Pupil discussions and lesson observations revealed a fearless attitude to 'having a go' with few concerns about becoming embarrassed in front of their peers. Pupils in a sixth form lesson were very self-assured in the way they discussed the topic they were studying in Spanish. Pupils develop their confidence and self-esteem from highly effective support in developing strategies to respond effectively to setbacks and difficulties. Pupils in Year 6 talked perceptively about what they had learned about their character from a recent defeat in a rugby match. Pupils in a Year 7 tutor group, reflected on their unique characteristics as individuals and how these might guide their development in life.
- 3.15 Pupils work together very effectively to achieve their objectives, encouraged by the many opportunities for teamwork in the school. Pupils are successful in their collaborative skills, being willing and prepared to support others. A group of pupils in the senior school were discussing the expedition they had undertaken the previous weekend and shared useful ideas on how they could improve their performance for the next time, to the benefit of all. Pupils in the junior school, showed excellent discipline when working in a music ensemble, listening and responding to one another and sharing advice and ideas about how to perform even more effectively. In discussion, pupils said how much they enjoyed being part of the school council, learning how they could make a positive difference to others. Effective teamwork was seen in a recording of the school's recent performance of the *School of Rock*. Pupils work together successfully across the year-groups through the house system and the older pupils develop valuable skills of leadership. Pupils talked animatedly to the inspectors about the various house competitions, such as in sport and music and how they worked to achieve success in these. The many sports teams promote a strong sense of teamwork. The DofE programme and events such as the Ten Tors challenge develop these skills also. In the activities observed, such as sports practices and music rehearsals, pupils showed confidence in working with peers and adults alike, reflecting their positive relationships.
- 3.16 Pupils understand the need for sensible behaviour, and they exhibit a strong awareness of the needs of others in the community. Pupils display an excellent self-regulatory attitude and will challenge each other if an individual is not meeting expectations. The prefect team and senior staff have produced five statements of behaviour, discussed with the school council and which pupils regard as not negotiable and these are to be met by the whole community, reflecting this sense of mutual responsibility. During morning breaktime in the junior school, pupils were observed engaging happily and purposefully in a range of unregulated activities, interacting positively with their peers. Pupils in Year 6 were very respectful and supportive when listening to peers reading their poems and praised each other's work. Year 13 historians discussed thoughtfully how both Charles 1 and Parliament acted unethically towards each other during the lead-up to the civil war, each displaying hypocritical and illegal behaviour. Sixth form pupils in a film studies lesson reached some perceptive conclusions on how attitudes to marriage had altered over the years, through their study of films by *Alfred Hitchcock*. Pupils also state that they welcome the opportunity to celebrate good behaviour and success, which is typically undertaken through assemblies.
- 3.17 Pupils display genuine respect and tolerance towards each other, creating a caring and supportive community. Pupils have led the way in recognising differences within the school, by setting up groups for those of a particular faith or for gender differences and they are very supportive of each other. In a personal, social and health education (PSHE) lesson, junior pupils declared that their discussions

have contributed towards their greater understanding of, and tolerance towards, non-conventional families. Pupils in a sixth form geography lesson, understood the contribution of different cultural factors that underpinned the reason why one political group had taken hold of a remote region of Nigeria. In discussion, pupils expressed a desire to expand this element of the school, to help them become even more conscious of the diversity of the world beyond the school gates. Almost all parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people.

- 3.18 Pupils have a clear awareness of the need to keep safe online and have a strong understanding of how to do this. Almost all pupils in the questionnaires and in interviews, declared that this is a safe school. They build up their physical health by engaging fully in the many opportunities for sport within the school. Pupils understand and talk knowledgeably about the value of a good diet, in terms of improving their overall health. They are very conscious of the importance of strong mental health and understand that it is important that as a community, they support each other in this respect. Pupils explained that they felt stronger and more prepared for the challenges of their examinations through the wellbeing sessions they attended, which gave them helpful strategies about using their time effectively and balancing their lives.
- 3.19 Pupils are effective decision-makers both inside and outside the classroom. They learn how to make good choices through lessons that encourage them, by creating tasks which require decisions in each stage of the work. Pupils exploring GCSE and A level options are able to make informed choices and in turn this helps them to begin to make key decisions on their futures beyond school. In this they are very appreciative of the careers' support provided by the school. Pupils recognise the value of their achievements within a lesson but can also reflect and take a longer-term view of future goals and ambitions as revealed in a discussion with pupils from Year 11. Pupils in the junior school develop their decision-making skills, through the opportunities they are given and which they then use successfully in their approach to learning. This was seen in a Year 5 mathematics lesson, where pupils showed good skills in choosing which method to use in a problem-solving exercise. Pupils speak positively about the revamped school council and how this works more effectively in making decisions about the school, which they can put forward as suggestions for the future. They referred to improvements with the catering arrangements and the introduction of new subjects.
- 3.20 Pupils in interview say that they value the time to step back and think about themselves and their lives, providing a pause in their busy day and that they feel stronger for this. Pupils develop their ideas and beliefs through the various faith groups in the school, often set up by pupils themselves. Pupils in Year 5, through studying Blake's poem *The Tyger*, broadened their outlook on life, by posing their own questions, such as how humans evolved from being apes. Pupils in the senior school reflected thoughtfully in their discussion of statues of controversial historical figures and the implications for their perspective on the past and how it relates to the present. Environmental issues are seen as very important and pupils have established committees to explore ideas on sustainability, developing their understanding. In lessons also, pupils show a deep understanding of wider issues in life: such as in a Year 11 history lesson where pupils displayed strong views on the morality of war and the cost to human life and whether conflicts can ever be justified.
- 3.21 Pupils have an excellent understanding of their responsibilities towards others, both within the school, through the various pupil committees and within the wider local community. Pupils support each other's academic and personal development, taking on roles such as peer mentors and wellbeing advisers. Pupils develop new perspectives from the many outreach projects with which they are involved, such as helping in local schools and in care homes. Junior pupils help serve meals in a local homeless charity. Pupils raise considerable sums for charity fund-raising, which are often led by their own initiative, and which support local, national and international causes. For example, junior pupils recently sent 90 bags of toys to a local women's refuge and senior pupils have supported bone cancer research. The high level of pupils' involvement runs across the school and is a real strength. All this is fully in keeping with the school's motto: 'While we have time, let us do good'.

## 4. Inspection Evidence

4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

|                   |  |
|-------------------|--|
| Mr Gareth Price   | Reporting inspector                                  |
| Mr James Kazi     | Compliance team inspector (Under master, HMC school) |
| Mr Jason Lewis    | Team inspector (Senior teacher, HMC school)          |
| Mr Andrew Selkirk | Team inspector (Former deputy head, SofH school)     |
| Mr Patrick Whelan | Team inspector (Former head, IAPS school)            |
| Mr Graham Yates   | Team inspector (Deputy head, HMC school)             |