



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

St Paul's Girls' School

September 2019



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School's Details

School	St Paul's Girls' School			
DfE number	205/6011			
Registered charity number	1119613			
Address	St Paul's Girls' School Brook Green Hammersmith London W6 7BS			
Telephone number	020 7603 2288			
Email address	frontoffice@spgs.org			
High Mistress	Mrs Sarah Fletcher			
Chair of governors	The Hon Timothy Palmer			
Age range	11 to 18			
Number of pupils on roll	Lower School	228	Middle School	317
	Senior School	224		
Inspection dates	24 to 26 September 2019			

1. Background Information

About the school

- 1.1 St Paul's Girls' School is an independent day school for female pupils aged between 11 and 18 years. The school is a charitable trust, and since 2007, a company limited by guarantee, whose governors hold proprietorial responsibility. The current high mistress has been in post since August 2017.
- 1.2 Since the previous inspection, the school has completed the building of a new sixth form centre and rebuilt the pavilion on its main sports site to incorporate indoor teaching areas. The school has expanded the curriculum in the middle and senior schools and redesigned language, computer science and creative technology provision in the lower school.
- 1.3 St Paul's Girls' School was founded by the Worshipful Company of Mercers in 1904, using part of the endowment of the Colet estate to create a girls' school to match the one founded for boys by John Colet in the sixteenth century.

What the school seeks to do

- 1.4 St Paul's aims to educate women to fulfil their potential, giving them the skills and confidence to take their place with pride in a modernising and fast-moving world. The school seeks to enable girls to become thinkers and leaders, to stimulate intellectual curiosity and open young minds to new ideas.

About the pupils

- 1.5 Pupils come from business and professional backgrounds across London and a large number of nationalities are represented. One in eight are on bursaries. The school's own assessment indicates that the ability of the pupils is well above the national average. The school has identified 26 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia. No pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 115 pupils, all of whom are advanced bilingual learners. All pupils are regarded as highly able and the curriculum is extended and enhanced to provide additional challenge.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; 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 full regulations 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 At GCSE in the years 2016 to 2018, performance has been far above the national average for maintained schools.
- 2.3 Results in IGCSE examinations have been higher than worldwide norms.
- 2.4 In the sixth form, A-level results in the years 2016 to 2018 have been far above the national average for sixth formers in maintained schools.
- 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 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 variously published, provided or made available to parents, inspectors and the Department for Education. These include 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. They also include 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include 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>
MIV	Year 7
UIV	Year 8
LV	Year 9
V	Year 10
VI	Year 11
VII	Year 12
VIII	Year 13

Key findings

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

- Pupils' achievements across a dynamic curriculum and co-curriculum are exceptional.
- Pupils develop outstanding knowledge, skill and understanding across the entire spectrum of learning that is well in advance of age-related expectations.
- Pupils' speaking, listening and writing skills are outstanding and are applied effectively to all aspects of their learning both within and beyond the classroom.
- Pupils develop exceptional skills for learning from an early age including the ability to work independently and to synthesise and analyse complex information from a wide variety of sources.
- The pupils' attitudes to learning are outstanding. They readily take a lead in their studies and in the many activities that support the curriculum.

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

- Pupils are highly resilient and are prepared to take risks and learn from their mistakes in order to improve their performance.
- Pupils have a highly developed sense of right and wrong.
- Pupils work with each other and with adults extremely effectively.
- Pupils embrace the many opportunities to improve the lives of others and make an outstanding contribution to the community within and beyond the school.
- Pupils' cultural awareness and understanding of diversity is outstanding.

Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider:

- Building upon the many examples of outstanding creativity by developing shared initiatives across the curriculum in order to break down the barriers between subject areas.

The quality of the pupils' academic and other achievements

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

3.5 The pupils fulfil their potential and acquire skills and confidence to take their place, with pride, in a modernising and fast-moving world, reflecting the outstanding success of the school in meeting its aims.

3.6 Pupils achieve consistently exceptional results in public examinations. In the years 2016 to 2018, examination results at GCSE, IGCSE, A-level and Pre-U have been far above national averages. In the years 2016 to 2019 at GCSE and IGCSE, in excess of 99% of all entries have been awarded grades 7-9 (grades A* and A equivalent) and in 2019, 85% of entries were awarded a grade 9. Between 2016 and 2019, at A-level, pupils have achieved in excess of 85% A* and A grades including an exceptional 93.8% in 2016. Pupils make rapid progress supported across the curriculum and at all levels by high-quality feedback and readily available individual support by staff. Detailed monitoring and tracking mechanisms enable close scrutiny of data by teachers, tutors, and heads of year, which allows for appropriate intervention and sensitive pastoral support if required. Pupils are exceptionally successful in securing their first choice of course at universities with highly competitive entry requirements in the UK and overseas. A well-structured higher education and careers programme is linked to the development of high order skills for life during the St Paul's programme in the senior school. The excellent achievement of highly able pupils with SEND and EAL is at least in line with whole school

averages. They make strong progress at all ages helped by highly effective learning support provision that identifies each pupil's needs and empowers them to succeed in the mainstream classroom.

- 3.7 Pupils develop deep knowledge and sophisticated understanding across all areas of learning and articulate ideas well beyond expectations for their age. Numerous examples were observed during inspection which included art historians challenging Marxist or voyeuristic interpretations of Baudelaire's *Flaneur* or middle school pupils discussing the translation of Duras' *Moderato Cantabile*. In almost all lessons observed, the pupils' innate thirst for knowledge was ignited by sparks provided by passionate and dedicated subject specialists. Throughout the school, pupils develop outstanding analytical and thinking skills within a broad curriculum and co-curriculum. In questionnaire responses, almost all pupils agreed that teachers help them to make progress and that they benefit from detailed individual feedback. Parents wrote of exceptional teaching that inspires and challenges. Pupils acquire outstanding knowledge for its own sake and not just as a means to gain high examination grades. They are extremely well-prepared to take the next steps in their education as a result of leadership initiatives to enrich the curriculum which include the imaginative middle school general studies programme, and the intellectual challenge and preparation for life provided by the senior school St Paul's programme. Governors have been highly successful in ensuring that the educational needs of the pupils have driven their plans to develop excellent physical and human resources.
- 3.8 Pupils exhibit exceptional communication skills. They debate persuasively and with great authority. They ask probing questions during class discussion, for example, by extending their knowledge beyond the constraints of the specification when discussing Newton's first law in physics, or when debating the factors impacting on fish farming in biology. Pupils are highly articulate in the many opportunities to express their thoughts and opinions publicly, such as in the weekly debate when tackling issues such as the impact of striking in protest over climate change. Other examples of the wider application of the pupils' outstanding communication skills can be seen in debating competitions, the vox radio station, creative writing and literary societies, and in the large number of pupil-led magazines and newspapers such as *The Marble*, *Studio* and *Foodie*. Pupils read widely, develop extensive vocabularies, and speak and write English and a range of modern and ancient languages with great fluency. For example, in French, pupils moved with ease from descriptive responses to expressing personal opinions, incorporating more complex grammatical structures. Teaching encourages a culture of passionate discussion that is tempered by the ability to listen to and respect each other's ideas and opinions.
- 3.9 Pupils acquire excellent mathematical and numerical skills that are employed effectively across the curriculum. This was illustrated by physicists using linear equations to predict acceleration, and economists employing supply and demand curves when examining market rates. Pupils develop their outstanding mathematical ability through a mathematics curriculum that provides appropriate challenge for each pupil. This resulted in 100% A* or A grades at IGCSE in 2018, and approximately 75% of each year group proceeds to A-level. A genuine love of mathematics is exemplified by a lower school pupil publicly expressing her joy during a lesson on factorising or by senior school students enthusiastically discussing alternative routes to solve problems involving irrational numbers.
- 3.10 ICT skills are highly developed and support rapid progress across the curriculum. Pupils use mobile devices to research and access on-line resources and complete work. Pupils' exceptional creativity is stimulated in a number of areas of the curriculum through the imaginative use of new technologies, though at present, there are relatively few cross-curricular initiatives. During inspection, pupils employed computer programming, geographers manipulated spreadsheets to analyse fieldwork data, art and English pupils manipulated text and photographs using design software. Sixth form scholarship essays have included sophisticated coding to improve the performance of radiators using feedback control. Numerous examples of pupils' use of ICT to stimulate creativity within the co-curriculum were observed including: knitting with code, virtual reality club, robotics club and the use of computer aided design in technology. The significant development of opportunities for pupils to apply their strong ICT skills is a direct response to a current whole-school strategic vision. Pupils have benefitted from the

recent work of department leaders and senior managers to identify the core skills that need to be developed in computer science lessons, as well as opportunities for the creative use of technology in their own subjects.

- 3.11 Outstanding study skills are evident from the earliest age, and pupils are confident to assimilate information from a wide range of sources. They hypothesise, analyse and draw accurate conclusions from the synthesis of numerical data, text or pictorial sources. Examples included lower school historians assessing the influence of groups lobbying for the abolition of slavery, or English pupils analysing text to identify trochaic rhythm in Shakespeare. Pupils develop excellent high-order skills in the lower school nurtured by extension activities such as a research project. Research and analysis skills are often developed to undergraduate level in the senior school, exemplified by scholarship essays on challenging topics such as *Contesting the boundaries of the Virgin Mary: an exploration of symbolic and social bodies in Reformation-era Catholic Europe*. The overwhelming majority of parents and pupils agreed that the school helps pupils to show initiative, take a lead in their learning and develop skills for the future.
- 3.12 Attitudes to learning are exemplary. Pupils are eager to learn and support one another in all ways. They develop independence and take control of their learning from the earliest years. Pupils have boundless enthusiasm for learning, relish challenge and work effectively collaboratively as well as independently. Pupils are prepared to persevere in the pursuit of success. They take risks, free of negative peer pressures, and do not fear mistakes, regarding them as a way to improve.
- 3.13 Pupils of all ages engage in and achieve at high levels in an excellent range of extension activities to support the curriculum and in extra-curricular activities, day trips and overseas visits. Individual, group and team achievements in sport, drama, the creative arts and music are recognised at local, national and international level. Large numbers of pupils gain the highest grades in a wide range of external instrumental examinations. They perform to the highest standard in the many music ensembles, groups, orchestras and choirs within school or gain wider recognition for example, in the National Youth Orchestra, as junior artist with the London Philharmonic or as a finalist in the BBC young chorister competition. Over a fifth of pupils take external drama examinations, and in 2018, 90% gained distinctions. The pupils stage highly professional productions ranging from *Les Miserables* to *Women of Troy* and during the inspection, two performances of *I Capture the Castle* and a first run-through of *Sweeney Todd* were observed. Individual pupils and teams enjoy conspicuous success in national and regional championships in a wide range of sports ranging from lacrosse and netball, to individual sportswomen representing Britain, the UK, England or Wales in lacrosse, rowing, cross-country, swimming, tennis and fencing. Pupils are exceptional debaters, gaining success in national and international competitions and taking two places in an England U18 team of five. All subject areas provide rich opportunities to extend knowledge, skills and understanding well beyond the constraints of examination specifications and many pupils gain great success and recognition in mathematics, science and language Olympiads, poetry, essay or creative writing competitions and art exhibitions.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 All pupils develop self-confidence and display excellent social skills in their interactions with each other or adults. Pupils are resilient and self-discipline is embedded in all aspects of school life. This is supported by a light-touch code of conduct and the school's outstanding pastoral care that is evident from the support in the early weeks in the lower school to the university style approach taken in the senior school. Pupils know that they can be themselves and relish opportunities to explore their own ideas or reflect on their thoughts and opinions. As a result, pupils develop outstanding self-knowledge, exemplified during inspection when they debated nature versus nurture, reflecting on the meaning of identity during personal, social and health education. Pupils are confident and self-assured, yet humble and gracious. They are extremely well-prepared for the next stage of their lives and speak

highly of the well-crafted and extensive co-curricular programme that helps them develop skills and interests for life. Pupils fully understand what they need to do to improve all aspects of their own and others' lives. They have a major contribution in the design of PSHE programmes and other pastoral activities and a number act as ambassadors in these areas. Pupils benefit from a comprehensive careers education that makes use of former pupils, business mentors and outside speakers to prepare them to fulfil their potential in the world beyond school. The pupils' outstanding personal development results from the promotion of an environment by governors and senior leaders that seeks to allow each pupil to discover her own identity whilst meeting her pastoral and welfare needs.

- 3.16 Pupils understand the consequences of their actions and this informs their outstanding decision-making that is evident in all aspects of school life. From the youngest, pupils are encouraged to take responsibility for their learning and appreciate the level of challenge in many activities as a means to boost their self-esteem and sense of achievement. Pupils make informed choices about their GCSE, sixth form and university programmes, and the activities that enrich their education. If an activity is not available, they are highly likely to start one to meet the demand. Pupils stated in interviews and questionnaires, that they have a significant contribution to the school's decision-making processes, whether as a part of the head girl team, or through the school council. Pupils feel that they are listened to and that their views are respected. Numerous examples of change initiated by pupils include the school council securing additional water fountains across the site, singing pop songs in some assemblies, and the environmental club has secured meat-free days and got rid of plastic cups in the school. In interviews, pupils fully understood that their suggestions would not always be implemented, for example, when petitioning against the recent change to the tutor system.
- 3.17 Pupils' have a well-developed sense of the school's ethos and values which encourages them to think about spiritual matters and develop their understanding. They have a deep respect for other religions and beliefs which are actively promoted throughout the school and celebrated through interfaith clubs and activities. Pupils have a clear understanding of world cultures as demonstrated by the celebration of festivals and external links that include a recent visit to temples in India and an exhibition of art produced in African prisons. An overwhelming majority of parents and pupils in the questionnaire agreed that the school actively promotes respect and tolerance for those with different faiths and beliefs. Pupils' heightened appreciation of the non-material aspects of life is enhanced on a busy campus by the provision of quiet areas for reflection as well as the outstanding music and thought-provoking art work displayed across the school. Pupils greatly appreciate the natural world, exemplified by a trip to the Welsh coast to use the landscape as inspiration for creative writing. In interview, pupils felt that most of them are more interested in philosophy and the big questions in life than who has the latest model of mobile phone. Pupils respect and celebrate diversity rather than fearing it as demonstrated by the creation of many student led clubs that provide, for example, opportunities for environmental work or support for amnesty international as well as a range of other interests. Governors have recognised this in a senior leadership appointment to provide strategic support for diversity in a school in which pupils' cultural awareness and understanding is outstanding and is enhanced by exposure to the many backgrounds represented within the pupil and staff bodies.
- 3.18 Pupils have an excellent moral understanding and their behaviour is exemplary. They respect their teachers and each other, show compassion, and feel that they can have their own opinions about moral issues, and that their views are respected. Pupils fully understand that the school places them in a position of trust that allows them to grow in their own maturity and gives them the time and space to regulate their own behaviour. The infrequency of disciplinary issues means that rules can be applied with a light touch, and serious sanctions are rare. Pupils take a lead in developing the code of conduct, for instance, by leading an assembly on mobile phone etiquette and being allowed to take responsibility for their personal technology without it impeding learning or relationships. Pupils have many opportunities to nurture their deep sense of morality, for instance when choosing dilemmas such as abortion, artificial intelligence or e-safety to examine during the lower school ethics course.

- 3.19 Pupils collaborate extremely well with each other and their teachers. They appreciate opportunities to work with other year groups as in musical ensembles, drama productions, debating competitions, pupil magazines and newspapers. They accept responsibility readily and develop outstanding leadership and teamwork skills through sports teams or in pupil led activities. Pupils are highly successful in achieving common goals. The schools' action group for respect and kindness ran the anti-bullying week, and senior pupils worked together to analyse and solve real-world problems set by business mentors during the 'launch pad' activity. During the inspection, EAL pupils representing in excess of 50 languages came together to celebrate the European Day of Languages by translating a chapter of *Harry Potter*.
- 3.20 Pupils respond enthusiastically to increasing opportunities to collaborate with other schools whether assisting in primary schools or taking part in joint music or drama productions. They commit wholeheartedly to charity fundraising efforts in support of a wide range of organisations at home and overseas. Within school, pupils' support for each other is outstanding. The school council represents the views of every pupil through year group representatives and by seeking ideas and opinions from each tutor group. Pupils make a huge contribution to welfare and pastoral care in the school by acting as peer mentors or 'big sisters' for younger pupils. Well-being is a key element of this role and pupil mentors receive formal training in order to address specific issues. Pupils are active in the wider community, whether visiting care homes, volunteering individually as part of the St Paul's programme or working on group projects. Recent examples include projects to plant meadow flowers and maintain parkland adjacent to the school, Latin tuition, and mentoring in local primary schools. Pupils work with staff to provide an annual enrichment week for pupils from 20 local schools, and have mentored 55 primary pupils in music, culminating in a concert with the London Chamber Orchestra. Pupils are acutely aware of those less fortunate than themselves and are extremely successful in staging events to support their chosen local, national and international charities and frequently travel to conduct voluntary work, for example, partnering with an international charity to work with community schools in Zambia to promote sustainable development in education and nutrition.
- 3.21 Pupils understand how to stay safe including online and are aware of the need to establish a balance in all they do to stay physically and mentally healthy. Pupils are encouraged to be physically fit through participation in a wide range of games and recreational activities supported by the provision and continued development of excellent sports facilities. Pupils have a clear awareness of mental and emotional well-being and are comfortable to openly discuss such issues. They are supported by a well-structured PSHE and tutorial programme and a highly effective pastoral support network. They have access to counsellors and independent listeners as well as pupil mentors within the facilities offered by the Oasis welfare centre. Inspectors found abundant evidence to suggest that pupils are highly successful in managing their time and in particular balancing the demands of GCSE and sixth form programmes with continued involvement in their chosen range of activities. The senior leadership has given the highest priority to supporting the emotional and physical well-being of pupils.

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 the chair 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. 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

Mr Roger Tapping	Reporting inspector
Mrs Areti Bizior	Compliance team inspector (Deputy head, GSA school)
Mrs Tania Davidson	Team inspector (Director of boarding, GSA school)
Mr Benedict Dunhill	Team inspector (Former head, IAPS school)
Dr Jonathan Ewington	Team inspector (Assistant head, SoH school)
Mr Kevin Fear	Team inspector (Head, HMC school)