



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Guildford High School

November 2021

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School's Details

School	Guildford High School			
DfE number	936/6046			
Registered charity number	1016538			
Address	Guildford High School London Road Guildford Surrey GU1 1SJ			
Telephone number	01483 561440			
Email address	guildford-office@guildfordhigh.co.uk			
Headmistress	Mrs Fiona Boulton			
Proprietor	Dr Rosalind Given-Wilson			
Age range	4 to 18			
Number of pupils on roll	1004			
	EYFS	33	Juniors	237
	Seniors	547	Sixth Form	187
Inspection dates	16 to 19 November 2021			

1. Background Information

About the school

- 1.1 Guildford High School is an academically selective independent day school centre and is registered as a single-sex school for female pupils. It is located on a site in a residential area east of the city centre. The school site comprises separate junior and senior school buildings. The school's sports centre and pitches are located nearby.
- 1.2 The school was founded in 1888 and has always been a member of the Church Schools Company. The school is a member of United Learning, a group founded on the principles of respect, service and compassion. The school is governed legally by the United Church Schools Trust, part of United Learning and there is also a local governing body with delegated powers.
- 1.3 During the period March to August 2020, the whole school remained open only for children of key workers.
- 1.4 During this period of closure the school provided remote learning materials for all pupils.
- 1.5 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.
- 1.6 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.
- 1.7 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home.
- 1.8 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded in 2020 and teacher-assessed grades in 2021.
- 1.9 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.10 The school aims to provide a first-class education for academically able pupils in an environment in which individuals can be happy. The school wants its pupils to make the most of their potential; to think and learn creatively and collaboratively; to develop an intellectual curiosity; to have the resilience to cope with adversity and to become responsible citizens.

About the pupils

- 1.11 All pupils live within commuting distance of Guildford. The majority are from professional families across a fairly broad socio-economic range. Nationally standardised data provided by the school indicate that the ability of the pupils is well above average nationally in the senior school and above average in the junior school. The school identifies 82 pupils as having special educational needs and/or disabilities (SEND), of whom five are in the junior school. Fifty-one of these receive additional specialist help. No pupil has an education, health and care (EHC) plan. Due to the selective nature of the intake, the school does not seek to classify pupils as being more able or gifted but to ensure that all pupils make the most of their potential through the curricular opportunities.

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. 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 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 At GCSE in the years 2018 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 2018 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 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.
- 2.7 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

Key findings

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

- Pupils achieve excellent results across the school, reflecting the commitment and skill of the teaching.
- Pupils display very high levels of knowledge, skills and understanding in all subjects.
- Pupils display an exceptional level of skill in their use of information and communication technology (ICT), enabled by the excellent provision of the school.
- Pupils are highly articulate both in their lessons and outside of the classroom.
- Pupils show an exemplary attitude towards their work and in their involvement in extra-curricular activities.

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

- Pupils show a deep level of self-understanding in both their work and their lives outside of the classroom.
- Pupils display a high level of kindness towards each other which creates an atmosphere where everyone feels able to make the most of themselves.
- Pupils have a very strong understanding of the importance of leading a healthy life, promoted by the school's excellent emphasis on well-being.
- Pupils exhibit exemplary levels of moral development both in the classroom and in the manner in which they conduct themselves around school.
- Pupils enjoy and thrive on working together successfully both inside the classroom and in their activities beyond.

Recommendation

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

- Developing further the understanding of junior pupils, in regard to their awareness of and active participation in, the wider community.

The quality of the pupils' academic and other achievements

- 3.3 The quality of the pupils' academic and other achievements is excellent.
- 3.4 The consistently excellent results achieved by the pupils throughout the school are a reflection of their positive attitude and innate ability, supported by the immense commitment and expertise of the teaching and the purposeful focus of the school's leaders and governors. In this respect the quality of the results represents a strong fulfilment of the school's aims, for all pupils to be positive about their abilities, develop their intellectual curiosity and to maximise their potential but at the same time, to be happy. At A level during the years 2017–2019, pupils achieved an average 83% of entries graded A* and A. At GCSE in the same period, 97% of all entries were awarded grades 7–9 (grades A* and A equivalent). This high level of achievement has been continued with the centre-assessed and teacher-assessed grades of the 2020 and 2021. These grades represent achievement above the expectations predicted in standardised assessments and reflect the strong progress made by pupils over the years. This also includes those pupils with SEND. The overwhelming majority of pupils go on to study at Russell Group institutions with some choosing to study in the American universities, as well as a number going to specialist veterinary and medical schools or on art foundation courses. On average, between 15 and 20 pupils each year take up places at Oxford or Cambridge. Approximately the same number take up places at medical school. In the junior school, most pupils in Year 6 achieve at least the expected standard in public exams, well above the national average. The exceptionally positive and focused atmosphere seen in lessons and all around the school reflects the fact that the pupils love their learning and want to achieve their very best. This is reflected in the positive responses in the questionnaires on how the school successfully promotes the progress and academic skills of the pupils.
- 3.5 Pupils in the Early Years Foundation Stage (EYFS) make rapid progress especially in reading, as seen in a lesson with the youngest pupils, where they enthusiastically read out the sounds that letters make, with great accuracy. They use an excellent range of vocabulary and specialist terminology from an early age. All through the school, pupils make rapid progress as a result of the thoughtful approach to the curriculum and the excellent teaching with its challenging use of questioning skills and high level of expectations. In the seniors, there is strong development in pupils' knowledge, skills and understanding, responding to the high challenges set them by teaching. Pupils make constant links between subjects and information they have acquired from previous work. This was reflected in a history lesson for senior pupils, who displayed excellent prior knowledge of the progress of civil rights for women and then applied this effectively to the task in hand. Pupils effectively apply the knowledge that they have acquired in specific lessons on study skills, to other areas of learning. Pupils have the confidence to learn and explore new ideas, aided by the excellent pastoral support the school provides. Their success is driven by the commitment and subject knowledge of teaching and the strong direction given from senior leaders, including governance.
- 3.6 From the EYFS onwards, pupils develop an excellent vocabulary in the way they express themselves. This was exemplified in a Year 6 lesson where pupils were using terms such as ellipsis with secure understanding. They are very willing to present, coherently and perceptively, their understanding of ideas. Pupils are erudite and articulate thinkers and engage in their lessons with genuine enjoyment. Pupils' level of questioning is outstanding as are their written skills of communication. The provision of a specific oracy programme in the senior school demonstrates the school's appreciation of the importance of building these essential skills and which can be seen in the strength of communication among the senior pupils. This was notable in a religious studies lesson for older pupils where they were discussing religious pluralism and using highly sophisticated language and concepts to express their ideas.
- 3.7 In the EYFS and junior school, pupils develop high levels of confidence in their numerical skills. This was observed in a lesson where the pupils demonstrated an outstanding grasp of factors and multiples and then applied this excitedly to new applications. They display strong skills in manipulating this understanding and applying these to subjects as diverse as art and science. This excellent level of numerical ability continues into the senior school and pupils' achievements across the curriculum are

supported by this high level of skill, readily seen in their ability to apply this knowledge in all their subjects, whenever it is needed. A mathematics lesson for the most senior pupils showed them confidently using their understanding in a study of ladders and hinges.

- 3.8 Across the school, pupils' skills in ICT are outstanding. Their expert use of tablets in their learning is exemplified in the seemingly easy manner with which they approach their studies. In the junior school, pupils' digital competence was seen in the skilful way they were able to collaborate and share images in a science lesson. Pupils benefit from a focus on building the use of specific skills in the widest use of technology in their learning. Senior pupils exhibit an approach to technology which is low on fuss and high on impact, seamless and invisible. Pupils' confidence was demonstrated in several lessons when they were able to resolve issues with their devices without needing to call for support. Across the school this use of ICT greatly enhances pupils' learning because it enables them to research ideas and improve their understanding. They are able to send their finished work for marking immediately and then receive it back equally promptly, thus aiding their progress. Pupils' grasp of ICT gives them the power to be the controllers of their devices and therefore their learning. In this respect they are given excellent support from the teaching, which has fully embraced the technology.
- 3.9 Pupils are good at recognising the connections in all their work and can apply these across the subjects. They are excellent, independent learners, responsible for directing their work. Routines are established from the EYFS, so pupils' positive attitudes start early, seen in a lesson where they made excellent links between the permeability of different natural features. Their skills of analysis are well developed with the rich opportunities offered to them to form their own ideas. Pupils are able to display excellent skills of synthesis, reaching for conclusions that reflect the stages of their study of a topic. This was observed in a geography lesson for younger senior pupils, where they perceptively brought together a range of resources and previous knowledge to decide on the site of a hypothetical new city in China. They are not afraid to create new hypotheses and then seek to test them out in discussion, again reflecting the security they feel, working in the safe environment created by the school. They relish exploring new ideas and then coming up with alternatives. They are flexible in their thinking and take pride in the autonomy of their learning.
- 3.10 Throughout the school, the level of achievement outside the classroom is outstanding across a wide range of areas such as sport, music, drama, the creative arts and academic learning beyond the actual curriculum. In sport, pupils have gained personal success in national competitions in events such as athletics, biathlon and swimming, as well as representation at national level in team sports such as lacrosse. The school's teams have an excellent record in winning regional and national events, reflecting pupils' highly refined collaborative skills. In music most pupils in the school learn an instrument and many gain valuable experience in working together in the many orchestras, choirs and smaller ensembles in both the junior and senior schools. In drama, pupils gain considerable self-confidence from participating in LAMDA examinations and in the variety of productions the school puts on each year. Pupils are not afraid of being challenged in themselves and they clearly thrive on it. In the juniors there is a strong emphasis on promoting sport for every pupil and this sets the tone for future success higher up the school. Pupils in the senior school continue these positive attitudes in their activities, strengthening their prowess and achievements. Pupils are successful at many levels and they respond positively to the encouragement they receive from the school. Success is celebrated and valued but not revered as the be-all and end-all of life. Pupils take equal pleasure in celebrating each other's achievements.
- 3.11 Pupils have a strong sense of belonging and this impacts positively on their learning. Pupils display considerable independence in their work and remain fully engaged in lessons. Equally, they take genuine enjoyment in collaborative activity and in many lessons observed, pupils were seen to work equally effectively on their own or in groups. There is a remarkable balance between an obvious sense of purposefulness in their work and the sense that learning is also fun. Pupils show high levels of focus in their lessons and in this they are modelling the example set by the teaching and senior leaders of the school, who show total commitment towards the pupils and their achievements.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils all through the school exhibit strong levels of self-confidence and determination and this was clear in the interviews with pupils and supported in the affirmative responses to questionnaires. From the youngest years, pupils are highly reflective individuals and this is fostered by a teaching approach which promotes this particular quality. This was clearly in evidence from the pupils' learning diaries which included comments on their personal well-being and areas they wished to improve. Pupils benefit considerably from an atmosphere where it does not matter if mistakes are made and that this in fact is an effective way of learning. Pupils display a genuine love for learning for its own sake so that they can improve and be successful. They articulate their feelings at a high level, using complex vocabulary. They assess each other's work confidently and give very constructive ideas which are received in a very positive manner reflecting their relaxed relationship with each other. They are comfortable in their own skin. Pupils are highly resilient individuals and this is promoted by the personal, social, health and economic (PSHE) curriculum which the school entitles its ASPIRE programme. Pupils know who they are and what they have to do, in order to achieve and enjoy success.
- 3.14 Pupils state firmly that they feel able to make good decisions in their learning and for their futures. In the junior school, pupils are confident in making decisions on how they use their playtime and the activities they want to do, from an early age. They also learn to present their work in the most effective way and can explain their reasons for choosing a particular idea. The school's programme for careers is staged through the years and this helps pupils, at all times, to understand what to do next. Pupils in the senior years spoke about all the research they had done to choose their options and displayed considerable perception in articulating the reasons for their choices. Pupils explain thoughtfully how they have to plan carefully their use of time to balance all the activities they want to pursue. Pupils discuss together and select the charities they wish to support, giving them a greater sense of involvement. Pupils in the sixth form are very confident about their decisions for the future of their education and value the excellent support they receive from the school.
- 3.15 Pupils across the school are very aware of important issues in the world, following the school's aim of producing responsible citizens. Younger pupils are very mature and coherent in talking about environmental issues, explaining how last year they had suggested a plan to put solar panels onto one of the school roofs. Some younger pupils in the junior school displayed a grasp of global warming and human pollution of the planet that was exceptional for their age. Older pupils also speak cogently about reducing the negative impact of humanity on the planet. Pupils develop a genuine appreciation for the deeper, non-material aspects of life and they value their lessons in philosophy because these require them to think in much broader terms. Pupils in the junior school gain this breadth of thinking through assemblies which promote moral codes within a religious context. In the same way such thinking was promoted in a senior school assembly, which focused on the parable of the talents as its main theme. These formal occasions help to develop pupils' appreciation of the deeper aspect of life which they expressed coherently in interview. Pupils have a strong understanding for the aesthetic side of life. The excellent artwork on display around the school shows the pupils' deep appreciation for the natural world and human form. This is matched by the high quality of the musical performances and drama productions, which reflect the pupils' sensibilities and which were seen on film during the week.
- 3.16 Pupils exhibit an exemplary appreciation of right and wrong and personal responsibility, in line with the eight core principles that the school espouses. Junior pupils explain the need for rules because they make the school a happier place. Kindness is a central shared value of the school. Pupils respect the need to be aware of each other and they deliberately and thoughtfully choose to conform to expectations because they take pride in doing so and understand the rationale. They also understand the different contexts for behaviour, seen notably in a house assembly where pupils moved from being respectful and attentive to being energetic and lively in a dance activity. Pupils understand their

individual and collective responsibility for behaving well and consequently they are very much a self-regulating community.

- 3.17 Pupils understand the importance of working together because they can see the benefits for the successful completion of tasks. EYFS pupils quickly learn to share and to organise themselves so that they can effectively learn together. Junior pupils in a gymnastics lesson naturally worked together to create a floor routine with each of them designing one movement. In the senior school, pupils strengthen their collaboration techniques through opportunities such as the annual Shakespeare festival where they produce a series of abridged plays, entirely organised by themselves. They enjoy supporting each other and take pride in the end result. Pupils' social awareness is strengthened through the healthy, competitive house spirit in the school. However, they also state that they appreciate not being judged if they make mistakes and thus they learn much more effectively from each other because the experience is based on trust and support.
- 3.18 There is a strong sense of community within the school and pupils learn to appreciate the need to think of other people and instinctively seek to help them. Junior pupils learn the importance of contributing to others in the community and the school provides good activities for this, though these perhaps are driven too much by the school and less so by the pupils. Senior school pupils take a greater level of responsibility in running projects beyond the school gates and this is of real value to their personal development. Pupils benefit from taking part in the various programmes in working with outside groups and these help to make them more aware of the outside world. One group of pupils is helping to refurbish the playground of a local nursery and another is supporting the learning of mathematics in a local school. Pupils are extremely supportive of each other and are encouraged in this attitude because they have complete trust and conviction that their teachers care deeply about them and are always there to help them.
- 3.19 There is a very clear understanding in the school that everyone should feel they are treated the same and pupils present themselves firmly as an inclusive community throughout the school. Lessons and assemblies promote respect and tolerance to a high level. The school is a caring and friendly community in which everyone is valued and the pupils do not see differences in each other or if they do, they celebrate the fact. Their interest in gaining experience from each other is deep rooted. Pupils learn important lessons in social cohesion because diversity is strongly valued by the school. Pupils are confident in themselves and understand everyone's individual characteristics. One group have set up an equalities society which discusses themes of inequality such as race or gender, reflecting their appreciation of the importance of forming good relationships within the communities in which they live.
- 3.20 Pupils are clear that they have an excellent understanding of the need to keep safe and lead healthy lives. In this regard, they are full of praise for the school's ASPIRE programme with its strong emphasis on well-being. They refer to the advice they can receive from the provision of school counsellors and the general support of the pastoral team in the school, even including a well-being dog. Pupils can take exercise through the many opportunities for physical activity, whether they are team players or just interested in being healthy through a fitness class. Pupils all declare a full understanding of how to stay safe online through the school's curricular programme. In all this awareness of keeping healthy the pupils are learning to live up to the first of the school's eight core values, namely that one of the most valuable keys to success in life is to, "Be Happy".

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 house meetings, 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

Mr Gareth Price	Reporting inspector
Mrs Honoree Gordon	Additional reporting inspector
Mrs Bethan Kerr	Compliance team inspector (Director of well-being with Cognita)
Mrs Danielle Clarke	Team inspector (Principal, SOH school)
Mr John Hunt	Team inspector (Director of staff, HMC school)
Mr Stephen Hodgson	Team inspector (Deputy head, HMC school)
Dr Emma Margrett	Team inspector (Head of Prep, IAPS school)
Mr Thomas Mylne	Team inspector (Head of Prep, IAPS school)
Mrs Claire Osborn	Team inspector (Principal ISA, school)