



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

South Hampstead High School

January 2023

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School's Details

School	South Hampstead High School			
DfE number	202/6307			
Registered charity number	306983			
Address	South Hampstead High School 3 Maresfield Gardens London NW3 5SS			
Telephone number	020 73096218			
Email address	senior@shhs.gdst.net			
Headmistress	Mrs Victoria Bingham			
Chair of the local board of governors	Ms Amanda Dewinter			
Proprietor	The Girls' Day School Trust Ltd			
Age range	4 to 18			
Number of pupils on roll	951			
	EYFS	24	Juniors	241
	Seniors	531	Sixth Form	155
Inspection dates	31 January to 2 February 2023			

1. Background Information

About the school

- 1.1 South Hampstead High School was founded in 1876 and is an independent single-sex school for female pupils. The school consists of a junior school, which includes the Early Years Foundation Stage (EYFS), and the senior school, situated on a separate site about a quarter of a mile from the junior school. The school is owned and managed by the Girls' Day School Trust (GDST). The trust holds the legal responsibility for governance, supported by the school's local board of governors, who offer advice and support. Since the last inspection the school has opened a new performing arts space and established a Foundation Office to raise money for bursaries. It has also appointed a new chair of governors and a new head of the junior school.

What the school seeks to do

- 1.2 The school aims to encourage pupils to develop a love of learning, a curiosity about the world, and to fulfil their academic potential. It seeks to help pupils to find their voice, to be confident in who they are, to be kind and respectful to others, and to appreciate difference. It aims to help pupils develop the perspective to live fulfilled lives in school and in the world beyond.

About the pupils

- 1.3 Pupils come from a range of professional and other family backgrounds. Data provided by the school indicate that the ability of the pupils in the junior school and in the senior school is well above average. The school has identified 115 pupils as having special educational needs and/or disabilities including dyslexia, dyspraxia, and other emotional needs, all of whom receive support. No pupil in the school has an education, health and care plan or statement of special educational needs. One hundred and thirty pupils have English as an additional language, but only 3 require additional support. Data used by the school have identified a number of pupils as being the most able in the school's population, and the curriculum is modified for them and for other pupils because of their special talents in sport, music and drama.

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 (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. 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](#).

Key findings

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

PART 1 – Quality of education provided

- 2.2 In the junior school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, the school's GCSE and A-level results in the years 2019 to 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 wellbeing 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 consistently achieve outstanding results in public examinations and demonstrate excellent levels of knowledge, skills and understanding across all areas of the curriculum.
- From an early age, pupils display a love of learning and a determination to make the most of the many opportunities to develop their talents.
- Pupils have highly developed communication skills; they listen attentively and are extremely articulate and confident speakers.
- Pupils excel in a wide range of co-curricular activities.
- Pupils have highly developed skills in numeracy and ICT and use them extremely effectively across the curriculum.

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

- Pupils have a highly developed sense of self-awareness and an extremely clear sense of how to improve and achieve their goals.
- Pupils are naturally inclusive and demonstrate a deep understanding and warm acceptance of those who have a different background or beliefs to their own.
- Pupils display exemplary behaviour and have a strong awareness of right and wrong.
- Pupils show a deep commitment to the concept of service and actively support both the school and the outside community.
- Pupils of all ages work together extremely well in and out of lessons.

Recommendation

3.3 The school is advised to make the following improvement.

- Ensure that the excellent recent initiatives in the senior school to support and improve outcomes for pupils with SEND are fully embedded across the senior school curriculum.

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 have a deep love of learning and warmly embrace the school's pervasive culture of joyful scholarship that ignites their academic passions. They are highly aspirational and keen to find ways to improve their attainment, not just to achieve high grades but to deepen their understanding across the curriculum. For example, in a Year 12 Latin lesson, pupils were completely absorbed in the delights of interpreting the nuances of grammatical constructions using the imperfect tense. Similarly, in the junior school, pupils show excellent attitudes to learning, as seen in a Year 5 mathematics lesson where they worked tenaciously to solve complex multi-stage questions. Pupils of all ages collaborate with one another instinctively to complete tasks. In a Year 11 history lesson, pupils combined extremely productively, building on each other's contributions to reach a common interpretation of propaganda cartoons. Beyond the classroom, pupils eagerly discuss their work and share ideas across the lunch table and in common spaces during breaks in the school day. In interviews, they spoke with pride about their academic achievements and how teachers encourage them to follow their passions and interests, often way beyond the narrow confines of the examination specification.
- 3.6 Throughout the school, pupils' academic attainment is exceptional. By the end of Reception, all children have met the expected levels of development. Data provided by the school, corroborated by observations of pupils' excellent achievement in lessons, show that this strong progress is sustained throughout the junior school. Pupils' attainment at A level in 2022 was extremely strong with over four-fifths of results achieving an A or A* grade. This high level of attainment mirrors the centre- and teacher-assessed results in 2020 and 2021, when similarly strong results were achieved. Results at GCSE are equally strong. In 2022, over four-fifths of results were at the highest two grades, in line with results achieved in the centre- and teacher-assessed grades in the previous two years. Entry data show that all pupils have an ability above, and in many cases well above, others taking similar tests nationally. Data analysed show that, even from these high starting points, at GCSE and A level, almost all pupils achieve grades significantly higher than those expected for their ability. The quality of work and attainment in the Extended Project Qualification (EPQ) is exceptional, demonstrating pupils' high-level research skills and strength of argument. In response to the pre-inspection questionnaire, almost all parents agreed that teaching enables their children to make progress, and inspectors' observations of pupils' work and in lessons confirm this view. Pupils with SEND make progress broadly in line with that of their peers. In discussions, pupils with SEND welcomed the recent excellent initiatives by the senior school to increase and improve provision for pupils with SEND but felt that some staff do not yet fully appreciate their needs.
- 3.7 Pupils at all levels display excellent levels of knowledge, skills and understanding. They recall previous work readily as they tackle new topics. In the junior school, Year 5 pupils displayed an extensive knowledge of the Victorians when discussing their work in history. Similarly, in a Year 9 physics lesson, pupils successfully deployed their knowledge of atomic structures to enhance their understanding of particle transference. Pupils have a deep understanding of their subjects, often beyond the level expected for their age, reflecting their natural curiosity. For example, in a Year 13 economics lesson, pupils demonstrated a clear and nuanced grasp of progressive tax regimes, resulting from their wide background research. Pupils' subject-specific skills are equally strong. In a Year 9 art lesson, pupils skilfully used a wide range of media to produce their own wall-hanging. Pupils' development of excellent knowledge, skills and understanding is promoted by teachers, who foster and communicate a genuine love of their subject.
- 3.8 Pupils' study skills are highly developed for their age. Their extensive knowledge and acute analytical skills allow them to take charge of their learning and use their lessons to develop their understanding of topics to an extremely high level. They love to grapple with difficult concepts and debate complex ideas. In lessons, pupils of all ages are eager to question and link themes. EYFS children made perceptive links between African animals and images they remembered from recent school visits. Senior pupils display high levels of scholarship as they seek to enhance their understanding. For

example, in a discussion on Louis XIV's declining absolutism, Year 13 historians drew on a vast range of sources, to illustrate their arguments and test their theories. Pupils' highly developed ability to analyse, hypothesise and synthesise ideas is facilitated by teaching which encourages free expression and lively debate.

- 3.9 Pupils of all ages have excellent communication skills. In interviews, Year 3 pupils clearly and carefully explained the strengths and weaknesses of their written work. Senior school pupils are fluent, articulate and adept in using language to express complex ideas with precision. For example, in a Year 13 geography lesson, pupils argued cogently and persuasively as they debated the impact of river management and water budgets. Pupils are equally skilled in their use of technical vocabulary, as seen in a Year 9 English lesson where they displayed and deployed a wide range of literary terms when analysing a text. Pupils' listening skills are excellent. In all lessons, they are deeply attentive and listen carefully to the teacher and to one another, as seen in a Year 8 design and technology lesson where they evaluated their designs and offered constructive and sensitive feedback. In an assembly, pupils listened actively and respectfully, then discussed the theme of 'being ordinary' animatedly as they left the hall. Pupils of all ages are highly accomplished writers. Their written work shows extremely high levels of literacy, clear structure, excellent control of language and the ability to write analytically, creatively and coherently. In the junior school, pupils demonstrate a genuine pride in producing excellent, neat and fluent written work and exhibit reading skills well in advance of expectations for their age. Pupils are hugely supported in developing their communication skills by the many opportunities to present their work in class, to engage in public speaking and to write creatively for competitions or just for pleasure.
- 3.10 Pupils of all ages apply mathematical skills with natural ease across their subjects. Younger pupils are confident and competent mathematicians, demonstrated by Year 1 pupils, who successfully calculated the cost of various items on an imagined shopping trip. In the senior school, pupils are highly numerate and enjoy working together and individually to solve problems. In a Year 10 science lesson, pupils confidently used advanced mathematical techniques to answer questions on energy transfer and, in a Year 13 economics lesson, pupils readily deployed algebraic formulae to determine the effects of changes in interest rates. Throughout the school, pupils' evident enjoyment of mathematics is facilitated through their regular involvement and high level of success in many external competitions.
- 3.11 Pupils' information and communication technology (ICT) skills are extremely strong. In the junior school, pupils use ICT instinctively, as seen in a Year 6 personal, social and health education (PSHE) lesson where pupils linked devices to share their ideas with one another. Throughout the school, pupils use ICT skilfully to record and review their work and as a research tool. In many lessons, pupils use their devices expertly to facilitate group work. For example, in a Year 7 drama lesson, pupils used a sophisticated design package to create a set for *The Tempest* and, in a Year 12 politics lesson, pupils expertly contributed to a shared document on screen as they discussed legislative changes. Pupils' development of excellent ICT skills has been supported through significant investment by the school's leadership and management in ICT resources and training.
- 3.12 Pupils reach an extremely high level of achievement in a range of physical and creative activities. Their lives are enriched by the many opportunities provided by the school to compete in sport, to perform in drama and music, to participate in the Duke of Edinburgh's Award Scheme (DofE) and to enjoy the extensive range of clubs and societies. In sport, teams are notably strong in netball, cricket and skiing, with the U15 netball and the U13 cricket teams both winning the county championship in 2022. The school U16 ski team won the English national championship in 2021. In music, pupils perform expertly in a vast range of choirs and ensembles, with many notable individual achievements, such as winning choral scholarships at prestigious universities. The vast majority of pupils who enter for music and LAMDA examinations and diplomas achieve high grades with many distinctions. Pupils enjoy similar success in debating and public speaking, reaching the final of the English Speaking Union (ESU) competition in 2021 and were the top-ranked UK team in the International competition for young debaters. Pupils' participation rates in DofE are extremely high through to gold level. In academic

competitions, pupils achieve considerable success across a very wide range of disciplines. Results in mathematics challenges and science Olympiads are extremely high, and pupils have won prestigious national awards in poetry and philosophy competitions.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages display an extremely high level of self-awareness. In conversation, they radiate confidence tempered with self-deprecation, humility and good humour. In interviews, pupils spoke openly about their academic strengths and relative weaknesses and how they were not afraid to make mistakes and learn from them. In a Year 11 Mandarin lesson, pupils practised difficult phrases repeatedly until they mastered the correct grammar and pronunciation. Pupils' willingness to be tenacious in their learning is encouraged by staff, who set challenging but realistic targets and give excellent feedback on paper and in class. Pupil leaders throughout the school display a high level of self-esteem, relishing any opportunity to assume a position of responsibility in sport, on the school council or in the many pupil-led societies. In interviews, pupils spoke enthusiastically about how proud they are of their school and how much they value the support given to them by staff to fulfil the school's values of aspiration, creativity, kindness, courage and commitment. In response to the questionnaire, the overwhelming majority of parents agreed that the school helps their children to become confident and independent.
- 3.15 Pupils of all ages are acutely aware of the importance of making good decisions. In the EYFS, children made sensible choices when deciding for themselves how to continue their learning and, in a Year 3 mathematics lesson, individual pupils made mature decisions when selecting an appropriate method to solve problems. Senior school pupils value the extensive support offered by the school in helping them to choose subjects that suit their interests and talents rather than choices aimed at a particular career or profession. Pupils spoke wisely about the need to make appropriate choices in their personal lives, and most felt that the school's PSHE programme has helped them to be better informed. Pupils are keen to express their views and influence decisions through the pupil-led school council and regard it as a highly effective mechanism for influencing changes on matters of importance to them, ranging from uniforms to the size of cookies at break. In lessons, pupils make mature decisions when planning their work, as seen in a Year 9 drama lesson, where pupils had a sophisticated understanding of what impact their individual and collective decisions might have on the outcome of their devised pieces.
- 3.16 Throughout the school, pupils have an instinctive and sensitive appreciation of the non-material aspects of life. In the junior school, Year 6 pupils spoke movingly about their emotional response to music. Pupils' artwork displayed widely throughout the school is remarkable in its individual self-expression as well as its high degree of technical competence. Pupils with a personal faith talked openly about how they feel affirmed in their beliefs and able to express their views confidently within the diverse community of the school. In a Year 12 philosophy and religion lesson, pupils discussed their own spirituality with great sensitivity, valuing the contributions of others in the group. In a Year 13 history of art lesson, pupils were deeply perceptive in assessing human reactions to war memorials, evaluating the different impact of monuments, paintings, literature and drama. In interviews, senior pupils commented appreciatively about the roof garden, the library and the multi-faith room which offer them space to reflect and be quiet during the busy school day.
- 3.17 Pupils' behaviour is excellent, and they have an extremely strong moral compass. In response to their questionnaire, almost all pupils said the school expects them to behave well, indicating their clear understanding of what constitutes right and wrong behaviour both within the school and in wider society. In the EYFS and the junior school, pupils move around calmly and play considerately, appreciating the needs of others. Senior pupils are highly respectful of one another and articulated a shared understanding of what constitutes good behaviour, commenting that the school feels like a self-regulating, harmonious community. In a Year 12 politics lesson, pupils demonstrated an acute

ethical awareness when discussing the role of MPs and, in a Year 13 psychology lesson, pupils discussed the issue of penal reform, displaying a mature appreciation of the concepts of restitution and retribution. Pupils' excellent moral awareness is fostered by the leadership of the school, who regulate an appropriate balance between self-expression and restriction, and who manage the rare cases of misbehaviour sensitively and proportionately through highly effective pastoral arrangements.

- 3.18 Pupils' social development is excellent. In the junior school, pupils of all ages displayed excellent social skills as they chose where to sit at lunchtime. Senior pupils collaborate extremely well in lessons, where pupils take an obvious delight in working together to achieve their own and others' success. For example, in language lessons, native speakers instinctively seek to support other pupils. In a Year 9 English lesson, pupils showed a highly developed sense of social justice, when they spoke movingly about issues of social inequality and poverty in response to a text. Pupils combine naturally and easily across year groups, especially in the many house activities, which build a strong sense of team spirit and social cohesion. Similarly, pupils of all ages work together productively in the school council, charity and eco-committees. Relationships amongst pupils and between pupils and staff are excellent. Almost all parents who responded to the questionnaire agreed that the school encourages pupils to develop strong teamwork and social skills. Inspectors' observations of lessons and activities supports these views.
- 3.19 Pupils make an outstanding contribution to the life of the school and, also, to the wider community. They embrace responsibilities readily at home and school level and willingly take the lead in organising social action events. Older pupils volunteer as peer mentors to support younger pupils, who spoke appreciatively about how the mentoring programme has helped them to develop self-confidence and cope with academic pressures. Some senior school pupils volunteer in the junior school, for example, by leading a discussion group on philosophy and ethics. Pupils willingly offer to lead many groups and societies, ranging from musical ensembles to the crime club. Pupils' sense of service to the wider community is extremely strong, demonstrated by their enthusiasm to raise money for a wide variety of local and international projects. They are equally enthusiastic to serve the community in practical ways, through donating to the local food bank, helping at a local primary school or visiting care homes. Pupils are hugely supported in their personal development by enthusiastic house staff who facilitate many events and promote an ethos of service within and beyond the school community.
- 3.20 Pupils are highly accepting of anyone who is in any way different to themselves. Without exception, pupils spoke of the importance of accepting each other for 'who they are' without judgement or discrimination, whilst seeking to understand differences through respectful debate. Pupils are acutely aware of the need to treat others with dignity and respect and commented that diversity adds to the richness of the school community. In the junior school, Year 3 pupils offered mature reflections on how different cultures show kindness and, in EYFS, children chose different coloured dolls with no sense of discrimination. Junior school pupils also spoke enthusiastically about how senior school pupils had visited in their cultural costumes to help them understand diversity within the school. In the senior school, pupils have a detailed and respectful awareness of other faiths through their work in philosophy and religion lessons. The pupil-led diversity and inclusion group actively promotes awareness of cultural, societal and individual differences. Pupils enthusiastically embrace themed weeks, such as pride week and neurodiversity week, which seek to challenge their thinking and enhance their understanding through assemblies and discussion groups. In conversation, pupils were adamant that they can express themselves freely within school and be who they want to be without fear of adverse comment or a judgemental response. Senior school pupils with SEND spoke warmly about the recent initiatives to increase support for them, but some felt that not all teaching made sufficient allowance for their needs.
- 3.21 Pupils say that they value the opportunities they are given to remain physically and mentally healthy. They discussed perceptively how the school's PSHE programme has helped them to make informed personal choices in matters of health and well-being. Pupils understand the importance and benefits of physical exercise and of a healthy diet. They enthusiastically embrace the opportunities provided

by the school to maintain their fitness through a wide range of team and individual sports. All pupils who responded to the questionnaire were confident that they knew how to remain safe online because of the excellent guidance offered by staff. Similarly, pupils spoke maturely about the importance of maintaining good mental health and the need to establish a sensible work-life balance. Many pupils commented that the school's response to pupils' mental health needs is excellent as a result of the investment by the leadership and management of the school in counselling services and the effectiveness of the school's pastoral support systems.

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 the proprietor and 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 facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Stephen Holliday	Reporting inspector
Ms Lesley Tyler	Compliance team inspector (Executive director of curriculum, HMC school)
Mr David Foster	Team inspector (Vice principal, ISA school)
Mr Gareth Green	Team inspector (Assistant head, IAPS school)
Mr Andrew Selkirk	Team inspector (Former deputy head, SoH school)
Mr Stuart Thompson	Team inspector (Former deputy head, GSA school)
Mr Robert Thornton	Team inspector (Head, IAPS school)