



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Wimbledon High School GDST

September 2019



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School's Details

School	Wimbledon High School GDST			
DfE number	315/6071			
Registered charity number	1026057			
Address	Wimbledon High School Mansel Road Wimbledon London SW19 4AB			
Telephone number	0208 971 0900			
Email address	info@wim.gdst.net			
Head	Mrs Jane Lunnon			
Proprietor	The Girls' Day School Trust			
Age range	4 to 18			
Number of pupils on roll	1035			
	EYFS	48	Juniors	292
	Seniors	531	Sixth Form	164
Inspection dates	17 to 19 Sept 2019			

1. Background Information

About the school

- 1.1 Wimbledon High School is an independent day school for female pupils aged between 4 and 18. It was founded in 1880 with 12 pupils, and is part of the Girls' Day School Trust (GDST). Ultimate responsibility for the governance of the school lies with the GDST Council, and is delegated to their executive board. It still operates on its original site.
- 1.2 The development of learning across different areas and the promotion of a creative approach to science and technology (STEAM) have been the two areas of significant focus for the school since the previous inspection. A research and experimental centre, the STEAM room, has been created, supported by resident scientists. A STEAM Tower is currently being built.
- 1.3 A community partnership programme has been introduced which involves more than 200 pupils working in the community on a weekly basis.

What the school seeks to do

- 1.4 The school's motto, 'Ex humilibus excelsa', 'from small things, greatness', is at the heart of the school's aim to build on the heritage of the past and to encourage its pupils to stride confidently into the future. The school aim is to develop intellectual robustness, leading to high academic achievement by girls who are grounded, unselfconscious and able to recognise their ability to shape the society in which they live and work. This is also summarised as 'serious learning and serious fun'.

About the pupils

- 1.5 The school has identified 34 pupils as having special educational needs and/or disabilities (SEND), including autism spectrum disorder, dyslexia and dyspraxia. All of these pupils receive additional specialist help. No pupil has English as an additional language. In the senior school, around a third of the pupils are considered amongst the most able, with a slightly smaller proportion of junior school pupils identified in the same way. The school supports these pupils through varied learning approaches within the classroom and an academic enrichment programme beyond the classroom.

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. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework. 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](#), [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, 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 At GCSE in the years 2016 to 2018, performance has been well above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2016 to 2018 have been well above the national average for sixth formers in maintained schools.
- 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 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.8 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.
- 2.9 **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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 **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

- 2.12 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.

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

PART 6 – Provision of information

2.14 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.

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

PART 7 – Manner in which complaints are handled

2.16 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.

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

PART 8 – Quality of leadership in and management of schools

2.18 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.

2.19 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.

Key findings

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

- All groups of pupils make excellent progress and achieve outstanding results.
- Pupils are highly articulate, confident and sophisticated communicators.
- The pupils demonstrate a deep-seated and genuine desire to learn and to achieve at the highest levels.
- Pupils demonstrate excellent information and communication technology (ICT) skills which enhance and extend their learning.

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

- Pupils' social development is excellent: pupils work together very naturally and comfortably to achieve common goals.
- Pupils are notably self-confident and self-aware and contribute positively to the lives of others in the school and beyond.
- Pupils have a highly developed level of spiritual and moral awareness for their age.
- Pupils value and celebrate diversity, they show excellent levels of cultural understanding.

Recommendation

3.3 In light of the excellent outcomes for the pupils, the school might wish to consider the following recommendation:

- to ensure that all teaching consistently challenges and enables pupils to explore concepts creatively and in depth, in line with approaches found typically across the school.

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 throughout the school achieve to the best of their ability in the broad and varied range of academic and extra-curricular opportunities available to them. The overwhelming majority of both parents and pupils who answered the pre-inspection questionnaire reported that they are pleased with the progress made. Evidence from work scrutiny, lesson observations and the school's own assessment data shows that pupils' attainment is very high across the range of subjects. The data also indicates that pupils with special educational needs and/or disabilities (SEND) make rapid progress, with indicators of progress showing that all pupils make good progress overall. Expectations and standards are high, and the pupils rise to meet these.

3.6 Both GCSE and A-level results for the three-year period 2016 to 2018 have been well above the national average for maintained schools. In 2019, the proportion of the highest A* grade at A level increased to 32%. Pupils' success owes much to highly effective tracking and monitoring, including the recently introduced 'Wim levels' in the senior school, which allow pupils to have a clear picture of their current progress and greater challenges when aspiring for further success.

3.7 The pupils develop excellent knowledge, skills and understanding. Work scrutiny revealed that the pupils make excellent progress in all subject areas; mathematics and sciences as well

as humanities and linguistics. Aesthetic, creative and physical activities also flourish, both in academic disciplines and through a wide range of clubs available at the School. Pupils spoke about how they enjoyed 'ClubFest', which takes place every year and offers new areas of interest for them to explore. Pupils state that they find learning fun and they value learning from their peers, benefitting from their support whilst knowing that teachers are there to help them at all times. Pupils' books, including those from SEND pupils, typically demonstrate work and knowledge well beyond age-related expectations. However, on a few occasions during the inspection, teaching did not always enable and encourage pupils to deepen their understanding of the ideas covered, limiting the depth of pupils' learning and progress.

- 3.8 Pupils demonstrate exceptional communication when working in groups. Each pupil has the confidence, self-esteem and time to make a valuable contribution. Pupils use subject-specific language and vocabulary accurately and with confidence in all subjects, supported by teaching which encourages discussion and debate. Writing is highly developed and evocative, featuring imaginative use of language and comparison, such as a junior-age writing describing a baby elephant 'lingering and tottering defensively in the scorching heat'. Pupils listen thoughtfully to each other and this leads to high-level collaborative learning across all areas of the curriculum. They apply appropriate terminology with confidence in science, product design and mathematics and, in an impressive pupil-led lesson for those applying to university, one pupil taught at an undergraduate level of sophistication. Excellent examples were seen of pupil presentations, when presenting for hustings or World Challenge, as well as in class and in activities such as Model United Nations and technology entrepreneurship.
- 3.9 The pupils display excellent numeracy skills. Work scrutiny showed significant progress across a range of topics. Pupils achieve at levels significantly beyond the syllabus in response to extension activities such as the use of a stretching mathematics project. They spoke of how they appreciate the importance of mathematics in other subjects, particularly in chemistry and physics, where they noted the overlap of topics. The application of their mathematical skills was witnessed in economics where equations and graphs were used with skill and ease to focus on how to maximise profit. A choir practice also demonstrated a challenging warm up based on numbers, including considering factors of three and 'buzzing' to make the counting to music a challenging morning activity. Pupil work reflects confidence in analysing data, such as in GCSE biology where interpretation of graphs led to excellent understanding of the energy content of food.
- 3.10 The pupils' use of ICT to support and extend their learning is outstanding and a significant outcome of the school's programme to ensure that all pupils are digitally literate. For example, pupils used computer programmes to extend their knowledge of mega-cities and were able to draw from up-to-date information to give thorough and detailed examples of the challenges facing people living in Lagos. In an A-level economics lesson pupils made extensive notes on their laptops, then quickly swapped to use software to create a chart and draw diagrams based on calculations of profit maximisation. Children in the EYFS are able and keen to use the interactive whiteboard, and also use tablets to take photographs confidently and competently. The junior school pupils excitedly use their tablets to research, produce presentations, revise, annotate and make notes with considerable skill, the tool being an integral part of their learning. The use of ICT very naturally and unobtrusively underpins much of their school experience.
- 3.11 The study skills of the pupils are excellent. In the junior school, pupils' learning develops strongly due to promoting key features such as curiosity, concentration and perseverance.

Junior pupils inquisitively and successfully analysed objects in a mystery suitcase in their 'Hard Times' topic. They made excellent observations, made assumptions and drew conclusions: 'the collar smells very old'; 'the coat is for riding horses as it does not have coat tails which would fly around'. Junior pupils also showed excellent levels of independence to fulfil the STEAM challenge to design and make a launcher based on medieval weapons. Pupils explored, made decisions, designed, tested, collaborated, improved and evaluated their work with minimal staff input.

- 3.12 Pupils develop as independent learners who know how to revise effectively and draw on a range of sources to organise their thoughts and ideas. English essays by older pupils on Steinbeck and Shakespeare showed sophisticated higher-order thinking skills. They included consistently sharp, critically engaged arguments using literary terminology and incorporating well-selected references. Higher-order thinking skills were also present in a sixth-form politics lesson where the pupils successfully analysed the conundrum that on the one hand, liberalism should empower and liberate women, yet on the other hand liberal principles meant they could not force their views about female rights on different cultures.
- 3.13 Pupils' achievement outside the formal curriculum is excellent. They achieve successfully in a range of academic competitions and the school proudly records and celebrates this. Excellence outside the curriculum is encouraged. A number of pupils spoke passionately about their achievements in rowing, which include several medals in national schools' competitions. There are dozens of netball teams at different levels, and pupils who have played for England noted that achievement in their sport has developed considerably through competitions and coaching within school. Pupils' performance in music is of a high quality, highlighted by the number of pupils gaining distinctions in instrumental examinations at high grades and their engagement in a range of clubs that develop their skills still further. The orchestra recently performed in a central London hall and pupils reflected proudly on this experience.
- 3.14 Pupils' work has won national competitions, such as a Year 7 cross-curricular project on hunger. Pupils were unaware that their project was for a competition and to them winning was an added bonus. The pupils spoke with pride and ease about their many achievements, ranging from technological entrepreneurship to essay prizes and competitions in a huge range of academic and other areas.
- 3.15 In response to dedicated and encouraging leadership, management and teaching, the pupils develop outstanding attitudes towards learning. Senior pupils said they want to 'embrace challenge with a light heart, whether it be big or small.' In addition to their excellent skills of collaboration, pupils are simultaneously able to focus and work independently very effectively. The pupils are very much in charge of their own learning and teaching acts as a guide and provider of wide-ranging resources to answer questions more fully. They sustain a high level of concentration and effort, needing little prompting from teaching. In one junior class observed the pupils were excited, enthusiastic and eager to learn, indeed there was a collective moan as the lesson ended. The pupils respond to the subject material with tremendous energy and enthusiasm, producing extensive amounts of written work and display posters in short timeframes, keen to learn and make progress for the sake of it, rather than seeking any immediate praise or feedback. Teaching strategies to promote interaction are used very effectively in the junior school to promote successful group work and peer teaching among the pupils, who demonstrate a willingness to take risks.

The quality of the pupils' personal development

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 Pupils are exceptionally reflective learners. They are self-assured and self-disciplined, know how to improve and are excited and stimulated to do this. New marking schemes in the junior school have deepened these skills. Pupils feel that the school encourages them to develop their self-knowledge and resilience through projects and programmes in personal, social and health education (PSHE). They spoke about how 'failure week' helped them to appreciate that failure is part of life, but with perseverance they can overcome obstacles and achieve. The self-esteem, determination and resilience that the pupils develop, in academic, pastoral and co-curricular realms, make them ready for the next stage of their lives, in line with the school's aims.
- 3.18 Pupils understand that decisions are important determinants of their own success and well-being. This was seen in many areas: the younger pupils were comfortable making informed decisions about taking risks and deciding how to tackle challenges, with cartoon characters used to assist them in taking risks. The senior pupils are given meaningful opportunities to make important decisions and make excellent use of them: which societies to join, who to vote for in year group elections, which A levels to pursue, which charities to support. The emphasis on allowing them to make choices freely, and encouragement to take risks, results in their knowledge that it is occasionally fine to make the wrong choice and to learn from the experience. The pupils speak highly of the individualised opportunities to reflect successfully with their tutor in their termly 'review and reflection' meetings on where they are, where they want to be, and how they will get there. This reflection covers academic success as well as their happiness and well-being and pupils stated that this was a key element which they valued greatly.
- 3.19 Pupils demonstrate an outstanding awareness and appreciation of the non-material aspects of life from a very early age. Junior pupils were in awe of the woodland art inspired by Goldsworthy and created their own excellent leaf art, demonstrating very strong aesthetic appreciation for their age and mature critical consideration of spiritual ideas. Senior pupils enjoy mindfulness lessons in tutor periods, and they reported practising these techniques helpfully on their own, especially during stressful examination times. They speak with enthusiasm about the opportunities to step outside the material world, whether it be through appreciating music as an audience in the weekly 'Friday jammin' sessions or performing as heard in the uplifting singing of the choir preparing to perform at Remembrance Day as well as at the imminent climate change protest walk. Pupils were confident that they understood and appreciated different approaches to spiritual understanding, and considered what might be personally meaningful to them.
- 3.20 Throughout the school, pupils show excellent moral understanding, taking full responsibility for their behaviour. All pupils behave extremely well, demonstrating respect and care for others. In discussion, older pupils explained why slavery was wrong because it involved exploitation of vulnerable, minority groups, and quickly dismissed any utilitarian justification for unfair treatment of others by stating that everyone is a human being. Pupils believe that their community is built on kindness, respect and tolerance, with strong role models to demonstrate what is right and wrong and inspection evidence confirms this view. They are trusted to take responsibility and do so extremely well, such as through the system of peer counsellors.

- 3.21 The pupils make excellent contributions to the lives of others, both within the school and in the local community and feel that this partnership is both worthwhile and valuable to them. These include local opportunities volunteering at schools and care homes. Senior pupils spoke enthusiastically about their experiences of teaching physics, mathematics and music and felt they had grown from the experience. Sixth-form pupils reflected that the opportunities they had been given to work with young people in local schools allowed them to appreciate their own good fortune and felt it was humbling. Larger projects such as working with pupils in Ghana, India and Bolivia were described as life-changing opportunities to help others. Pupils also involve themselves enthusiastically with school clubs and societies, playing a pivotal role in their management and success. Staff commented on the pupils being incredibly well organised so that they are often just left to run the projects themselves with discreet necessary staff supervision. A large number of older pupils take on responsibilities for others in the school and through this contribute to the school community for the benefit of all. Peer counsellors are excellent role models to younger pupils whom they support very effectively. Many sixth-form pupils act as subject leads; they recognise the confidence and skills that this opportunity develops in them and the younger pupils enjoy the extra opportunities provided by interaction with older pupils. A senior school hustings indicated the desire that pupils have to be part of the pupil leadership team, which they see as having a positive impact on the school as a whole.
- 3.22 The pupils have a very strong sense of community and identity as a school and the extent to which pupils respect and value diversity is excellent. This was also reflected in the almost unanimous agreement by parents and pupils that the school actively promotes the values of democracy, respect and tolerance of other people. Pupils are engaged in a number of events including the heritage and pride weeks held annually. Pupils commented, 'it is hard to be homophobic in a school which bedecks itself in rainbow flags each year for a week'. They are accepting, knowledgeable and realistic about the society they will enter as adults and feel that the preparation they receive in school allows them to identify and discuss issues in an open way. They are proud of their open approach to others and demonstrate sensitivity and tolerance to those from different backgrounds and traditions. In a PSHE lesson on gender issues, older pupils showed excellent knowledge of the main issues and a sophisticated grasp of appropriate terminology. Younger pupils from a wide range of different ethnic backgrounds are very naturally welcoming and inclusive. Others sum up their views by saying that they recognise that there are many differences between people but 'we should focus on what we have in common'. An extensive programme of visits reinforces pupils' knowledge of other cultures and enables them to consider the wider world with a sense of wonder, with typically over four thousand resident days abroad across the school in a calendar year, to destinations including Bolivia, Greece, India and Japan. Sixth-form pupils said that their memories of teaching in Ghana would stay with them for the rest of their lives.
- 3.23 Pupils speak enthusiastically of the importance of keeping healthy, both physically and mentally. They are open and honest when discussing well-being. They also gain confidence because help and support are readily available to them through nurses, counsellors, older pupils and all staff and they know that their voice will be heard. They appreciate and understand the benefit of the extensive range of sports available to them, through the PE programme and also in clubs, and value the opportunity to take part, even if they are not in a representative team. They speak enthusiastically about the food provided for them in school and show an understanding of a healthy diet. A very small minority of pupils reflected in questionnaires that the school did not encourage them to follow a healthy lifestyle but

inspectors did not find any evidence to support this view. Younger pupils regularly discuss with the older pupils as well as their tutors and other staff the need for a balanced lifestyle and feel they are successful in meeting their academic aspirations whilst also remaining well balanced in order to stay healthy and 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 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 facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Susan Goff	Reporting inspector
Mr Steven Popper	Deputy Reporting Inspector
Mr Richard Biggs	Team inspector (Headmaster, HMC school)
Ms Alexia Bolton	Team inspector (Head, IAPS school)
Mr Jesse Elzinga	Compliance and Team inspector (Headmaster, HMC school)
Mr Marcus Gunn	Team inspector (Headmaster, IAPS school)
Ms Ann Hill	Team inspector (Vice-Principal, ISA school)
Ms Jo Mackenzie	Team inspector (Head, GSA school)
Mr Michael Punt	Team inspector (Headmaster, HMC school)