



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Sutton High School GDST

November 2021

Contents

School's Details		3
1. Background Information		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. Regulatory Compliance Inspection		5
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		7
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
3. Educational Quality Inspection		8
Preface		8
Key findings		8
Recommendation		8
The quality of the pupils' academic and other achievements		8
The quality of the pupils' personal development		10
4. Inspection Evidence		13

School's Details

School	Sutton High School GDST			
DfE number	319/6069			
Registered charity number	306983			
Address	Sutton High School GDST 55 Cheam Road Sutton Surrey SM1 2AX			
Telephone number	020 8642 0594			
Email address	office@sut.gdst.net			
Head	Mrs Beth Dawson			
Proprietor	Girls' Day School Trust (GDST)			
Age range	3 to 18			
Number of pupils on roll	748			
	EYFS	32	Juniors	239
	Seniors	406	Sixth Form	71
Inspection dates	16 to 19 November 2021			

1. Background Information

About the school

- 1.1 Sutton High School is an independent day school for female pupils. It is a member of the Girls' Day School Trust (GDST). The Council of the GDST has overall responsibility for the school, and a local governing board provides additional advice and support. The school was opened in 1884 and comprises two sections: the prep school, including the Early Years Foundation Stage (EYFS), and the senior school, including the sixth form.
- 1.2 Since the previous inspection, a new head and a new chair of the local governing board have been appointed. Teaching and communal spaces have undergone extensive refurbishment.
- 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 the children of key workers or vulnerable pupils 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 and teacher-assessed grades were awarded.
- 1.9 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.10 The school's vision and ethos are inspired by its values of courage, truth and joy. The school aims to inspire in its pupils a love of learning and a sense of belonging. It seeks to empower pupils to take on challenges, develop their independence and equip pupils for their future lives.

About the pupils

- 1.11 Pupils come from a culturally diverse range of backgrounds and a wide geographical area. Nationally standardised test data provided by the school indicate that pupils in the junior and senior schools are of average ability, whilst those in the sixth form are of broadly average ability. The school has identified 107 pupils as having special educational needs and/or disabilities (SEND), such as dyslexia, dyscalculia or dyspraxia, of whom 78 receive specialist support within the school. Two pupils have an education, health and care plan. English is an additional language for 94 pupils, 29 of whom receive additional specialist support for their English. The school has identified 67 pupils as the more able in the school's population, modifying the curriculum for them and for 21 other pupils due to their special talents in sport and music.

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.

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 prep school, the school's own framework for assessment, along with standardised testing from Reception to year 6, 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 2017 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 2017 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 throughout the school make strong progress and attain a level of achievement that reflects fully their potential.
- Pupils of all ages display an excellent attitude towards their learning.
- Pupils are confident communicators, both orally and in their written work.
- Pupils demonstrate excellent study skills and are strong independent learners.

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

- Pupils actively promote a strong culture of understanding and tolerance that fully embraces the inclusive ethos of the school.
- Pupils are confident, respectful individuals, enjoying an excellent relationship with peers and adults alike.
- Pupils display excellent levels of self-awareness, taking full responsibility for their own development in preparation for the next steps in their lives.
- Pupils are highly supportive of each other and have an excellent sense of service within their own community and towards others.

Recommendation

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

- Strengthen pupils' ability to reflect on their learning by providing further opportunity for this during lessons.

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 make rapid progress across the full range of subjects in the curriculum. They show a strong level of achievement that successfully reflects the school's aim of inspiring pupils to accept academic challenge with courage and integrity. At A level in the years 2019 to 2021, over half of grades achieved were A* to A and almost all were at A* to C. At GCSE in those same years, over half of grades achieved were at levels 8 to 9 with more than three-quarters ranged between levels 7 to 9. There is no

significant difference in attainment between the different groups within the school, and all pupils achieve the same high level of progress. Pupils continue to make strong progress as they progress throughout the school, benefitting from the thorough transition arrangements between the prep and senior schools. Examinations for entry into the senior school ensure that pupils are able to take advantage of the education offered by the school and make rapid academic progress. Pupils are supported in their learning by excellent procedures for assessment and monitoring, which are driven by the school's leaders and governors and effectively implemented in the teaching.

- 3.6 Pupils show an excellent level of knowledge of their subjects, applying this very effectively in their learning. They demonstrate skilful understanding of the work they are doing across all areas of their learning. In a lower school lesson in art, pupils showed an effective ability to use skills from other subjects as they explored the properties of 3D shapes prior to building a box from a net. In a history lesson, young pupils confidently demonstrated their understanding of bias and the relative value of primary and secondary sources when discussing evacuation procedures during the war. In a design and technology lesson, senior school pupils designed a Bauhaus-inspired building using two-point perspective with confidence and aplomb. Sixth-form pupils displayed an excellent grasp of concepts in the way they discussed sporting performance and how this is affected by external and internal factors. Pupils make excellent progress in developing their understanding, prompted by the strong underlying ethos of having the courage to take intellectual risks and learn from mistakes. They rapidly gain confidence in applying their knowledge, supported by the valuable emphasis on how lessons are leading to specific outcomes for learning, often linked in the senior school to the requirements of examination techniques and assessments. Pupils have a strong sense of responsibility for their own learning and take pride in producing work of a high standard. The quality of pupils' self-assessment skills would benefit from greater opportunities for reflection during lessons, thereby enabling pupils to improve their performance further. Pupils throughout the school are supported very effectively in their learning by the dedication and enterprise of the teaching. Pupils say they are 'taught with joy', and the passion of their teachers for their subjects successfully challenges pupils to develop their understanding to its full potential.
- 3.7 Pupils demonstrate high levels of confidence in the way they communicate and write. They are highly articulate and enjoy opportunities to exchange information and participate in discussion. Nursery children sang with huge enjoyment, saying 'Hello' in a range of foreign languages. In the prep school, pupils described the overnight antics of a rogue dragon who had upturned their classroom, left a sadly burnt book and copious amounts of slime. Senior school pupils made judicious use of technical and precise language as they discussed how Jack's group had changed over the course of the novel *The Lord of the Flies*. During a chemistry lesson, pupils employed exact terminology to communicate their understanding of polar covalent and polar ionic bonds and the factors affecting electronegativity. Sixth-form pupils demonstrated exceptional communication skills as they facilitated discussions to set the stage for their examination piece *Orca* and determined the most effective use of props. A group of SEND pupils spoke of their confidence in sharing their ideas in the classroom and speaking in public as a result of the encouragement and support they receive from their teachers. Excellent pieces of written work were in evidence across the whole school. Scrutiny of pupils' work showed strong, consistent evidence of extended writing of high quality, both fictional and factual. Across all the age ranges, pupils rapidly develop their communication skills supported by engaging teaching which involves pupils fully in their lessons.
- 3.8 Pupils throughout the school display strong numeracy skills and apply this level of understanding in other subjects. Very young pupils competently applied their numerical ability in counting and adding together the number of heads and arms of Hindu gods. Older pupils in the prep school successfully applied their mathematical skills to solve problems involving calculations in temperature changes. Senior school pupils used fractions to determine musical note lengths and in an English lesson, pupils were able to appreciate the use and purpose of statistics in environmental writing. In a sixth-form economics lesson, pupils demonstrated keen understanding and application of their numerical skills as they created and deciphered graphs showing discriminating monopoly. During a politics lesson,

pupils competently handled statistical information illustrating proportional representation in Congress.

- 3.9 Pupils develop competency in information and communication technology (ICT) and apply their skills very effectively across the range of subjects. In the nursery, children gain familiarity with ICT as they play games together on the classroom computer. Young pupils in the prep school were seen successfully using virtual reality sets to write descriptions of animals in the forest. Older year groups competently design websites, create and edit videos and use a number of programmes with confidence to create interesting presentations of their work. In the senior school, pupils routinely employ their ICT skills to support their learning. They are adept at using ICT in their research, to complete and submit homework tasks, and in sharing their ideas with each other. Supported by the school's initiative where every pupil has their own electronic device, pupils use technology with confidence and competence to promote all areas of their learning.
- 3.10 Pupils display excellent study skills across the school. They have high aspirations and are eager to extend their learning. Pupils consistently seek to develop their work through competent research, sharing and discussing ideas and reaching conclusions based on all that has been discussed and learnt. In a science lesson, pupils in the prep school used their prior knowledge to determine which surfaces would be most shiny by torchlight, giving reasoned views to explain why their findings differed from their predictions. During a personal and social responsibilities (PSR) lesson on fear, older pupils demonstrated excellent adaptive use of skills in listening and reasoning as they analysed salient points with continually different partners. In a physics lesson, pupils displayed mature analytical skills as they solved problems using Fleming's rule. These excellent study skills are encouraged by a style of teaching which has a strong focus on enabling pupils to have the confidence to apply their prior knowledge to extend their learning.
- 3.11 Pupils participate fully and gain new skills in the school's extra-curricular programme. They achieve strongly both as individuals and together with others in a range of activities, enrichment clubs and societies, and through involvement with other schools in the Trust. Pupils successfully represent the school at regional and national level in a range of sports and academic challenges which include mathematical and modern foreign language events. A significant number of pupils gain awards in music, playing a range of instruments at a high level. Pupils from both prep and senior schools engage enthusiastically with the school's theatre company, where pupils have the opportunity to produce plays and scripts they have written themselves. Through the strong extra-curricular programme, pupils gain experience and confidence, fully supported by the commitment of staff and the resources provided by the school's leaders and governors.
- 3.12 Pupils are highly enthusiastic and are very positive in their approach to their studies. They work independently and collaboratively with focus and purpose, encouraged by a teaching approach which seeks to give them a high level of responsibility. They understand the importance of taking charge of their own work and are resilient, dedicated learners. This was seen in Nursery, with children working hard to learn new songs for Christmas. Following a visit to Kew Gardens, prep pupils went the extra mile to ensure their homework task was the very best it could possibly be. Older pupils explored modern Christian theories with genuine diligence and commitment, as they recalled and explained biblical extracts to support their conclusions. Pupils are proud of their work and are eager to take ownership of their learning, encouraged by the classroom ethos of having the courage to learn without fear and by the support they receive from their teachers. In their questionnaire responses, parents are highly satisfied with the educational experience their children receive.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils display high levels of self-confidence both with their work in lessons and in their lives beyond the classroom, fully in keeping with the school's aims. This quality is promoted by leaders' strong

emphasis on the values of courage, truth and joy to inspire and empower its pupils to become independent young people. Pupils are conscious of their own qualities and how they can improve themselves in all aspects of their lives. They are self-confident and have a mature understanding and acceptance of the intrinsic worth of every individual within their community. They thrive in the positive atmosphere created by the school's leaders and teachers across all parts of the school, where all pupils are genuinely valued and respected for themselves. With the freedom which comes from such support, pupils demonstrate remarkable levels of courage, freely acknowledging personal milestones and problems they have had to overcome. Pupils set themselves challenging targets and persevere until they are successful. Younger pupils complete a daily journal which includes things to be grateful for and an emotional barometer. They understand how their feelings can change throughout the day and learn how to deal with this. In the senior school, pupils keep a coaching log where they set themselves targets, assess ways of achieving these and determine when they know they have succeeded. They accept the pressure that comes with high personal expectations and demonstrate a mature response in the way they cope with this.

- 3.15 Pupils understand the importance of making decisions and taking responsibility for their lives. They are eager to involve themselves fully in doing so and demonstrate a mature understanding of how their decisions can affect their well-being and future. They understand and value how the school's environment seeks to support them in taking decisions without fear of external or other pressures. During a discussion from a visiting speaker on *Drive Safely*, senior pupils responded sensibly when challenged on their knowledge of the road. They displayed their understanding of how life decisions have consequences which can be irreversible. Pupils take time to make subject choices and are appreciative of the comprehensive careers guidance they routinely receive. Pupils of all ages speak about the activity choices they make, enthusiastically joining some of the many clubs run by senior pupils. Younger pupils in the prep school learn the value of good decisions as they select reading books and describe the kindness heart initiative where they give a heart to another pupil who has been kind, who then passes it on in turn. The youngest children are encouraged to make their own choices and to take risks as they spend time in the outdoor learning environment. Throughout lockdown, the *Big Sister, Little Sister* initiative saw pupils reading books together online.
- 3.16 Pupils demonstrate a strong appreciation of the non-material elements of life and how this strengthens their self-understanding. Prep pupils described the effect of wearing Greek costumes and feeling like they had become someone else. They displayed their carefully crafted Greek masks to explain how the exaggerated features were necessary for the audience to understand what the character was feeling. Older pupils in a yoga class showed a deep appreciation of the wider philosophical world, understanding the changes their bodies will be undergoing and how to deal with this concept with 'inner peace'. Pupils of all ages respond positively to music, whether singing in the Nursery, listening appreciatively in assembly or eloquently expressing their feelings after listening to Bach's *Brandenburg Concerto*. Pupils discuss artwork with maturity and engage with current events as they constructed artistic displays to commemorate Remembrance Day. Pupils feel well supported by the school's PSR programme and the strong pastoral provision which strengthens their sense of well-being. They thoroughly enjoy time spent with Buddy, the school dog, and welcome moments of reflection when they can step back and take time to process all that is going on around them.
- 3.17 Pupils have an excellent sense of right and wrong. They understand the school's system of rewards and sanctions. Pupils' behaviour is excellent. They are trusted to take responsibility and do so extremely well, such as through the house system. They collaborate maturely with each other and enjoy opportunities to work together. This was shown during preparation for the *Suttonbury Festival of Rights* when the day was spent celebrating all walks of life and pupils signed a *Declaration of Rights* to uphold the UNICEF *Rights of a Child*. Younger pupils discuss school rules with their teachers and make their own pledges about the best ways to behave. In a Religious Studies lesson senior pupils engaged with much humour and maturity as they debated the question: 'Who is to Blame for Humanity: God, Adam, Eve or the serpent?' Pupils who spoke to the inspectors, state categorically that the school is all about kindness. From the kind manner of the youngest pupils who always try to

help each other, to the more mature support older pupils routinely give their peers, the ethos of the school promotes a clear understanding of moral choices, making pupils stronger as individuals and preparing them for their future roles in society.

- 3.18 Pupils show an excellent awareness of the importance of helping others both within school and in the wider community. Prep pupils readily engage their 'super-powers' of empathy and collaboration to work together in their houses, participate in school events and themed weeks, and embrace the challenge to 'Be You'. In a class assembly, pupils demonstrated the importance of working as a team as they recited poetry and performed a synchronised dance. Older pupils are active participants in the cultural diversity society, displaying excellent understanding and commitment to social issues and collaboration in school. Their ideas include initiatives to support and promote human rights and seek answers to environmental problems. In lessons, pupils of all ages work effectively together. Young pupils displayed strong teamwork skills, helping each other with balance and handstands in a physical education lesson. Sixth formers worked together in a psychology lesson, to create mind maps and draw together theories about partner selection. The school seeks to promote a genuine sense of service in its pupils and there is a strong commitment to charity fund-raising. Pupils are keenly aware of the needs of others. They choose charities to support and come up with ideas to help. They have set up foodbanks to collect food and clothing, undertaken voluntary placements in care homes and walked the dogs of elderly residents. Pupils arranged a highly successful house-led eco fashion show to raise money and sixth formers organised a charity fair. The school council works effectively for the school community, its elected members taking their responsibilities seriously and learning valuable lessons of leadership and representation.
- 3.19 Pupils are genuinely supportive of each other and are fully appreciative of the rights of the individual. This is because the open, inclusive atmosphere underpins every age group within the school. Pupils are extremely proud of their school and highly in tune with the ethos of celebrating the worth of each member of their community. In keeping with the school's values of *Courage, Truth and Joy*, pupils demonstrate the courage to speak their truth and enjoy the diversity of their community. Pupil initiative saw the school become the first school in the United Kingdom to adopt the *HALO Code* to end hair discrimination. Pupils wore red to show Racism the Red Card and participated in a host of activities to celebrate Black History Month. Senior pupils run clubs to promote awareness of difference, organised a Pride Week and a Trans-Awareness Week. These pupil-led events and activities ensure that tolerance and sensitivity of difference permeate their school community. Pupils learn to appreciate how different the world can be as was seen in prep workbooks which demonstrated excellent cultural understanding of religions and reflected on ways to improve the world in sustainable ways. Older pupils listen to podcasts on cultural diversity and, as a result, can explore new ideas and present these to leaders through a policy of open dialogue.
- 3.20 Pupils know how to lead healthy lives. They understand the benefits of eating a well-balanced diet and take advantage of the many sporting opportunities both in lessons and in clubs, enabling them to become healthier individuals. Pupils feel safe in their school and understand the importance of keeping themselves safe. In their discussions, pupils were confident of their understanding of online safety. Pupils are appreciative of the support they receive for their emotional health and are confident that they can talk to the pastoral team, or to any of their teachers, if they have concerns. Their confidence reflects the excellent relationship that exists between all parts of the school, promoted successfully by leaders, governors and the Trust.

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, with the chair of governors and a senior representative from the Trust. Inspectors 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 Pamela Johnson	Reporting inspector
Mr Justin Spanswick	Compliance team inspector (Executive headteacher, ISA school)
Mr Jonathan Burnet-Harris	Team inspector (Deputy head, HMC and IAPS school)
Mrs Carolyn Moss	Team inspector (Headteacher, ISA school)
Mrs Anna Savage	Team inspector (Deputy head, HMC and IAPS school)
Mr Toby Seth	Team inspector (Head, HMC school)