



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Sir William Perkins's School

October 2019



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School's Details

School	Sir William Perkins's			
DfE number	936/6535			
Registered charity number	1060597			
Address	Sir William Perkins's School Guildford Road Chertsey, Surrey KT16 9BN			
Telephone number	01932 574900			
Email address	office@swps.co.uk			
Headteacher	Mr Chris Muller			
Chair of governors	Mr Geoff Want			
Age range	11 to 18			
Number of pupils on roll	587			
	Seniors	477	Sixth Form	110
Inspection dates	15 to 18 October 2019			

1. Background Information

About the school

- 1.1 Sir William Perkins's School is an independent day school for pupils aged between 11 and 18 years. It is registered as a single-sex school for female pupils. It was founded in 1725 to educate the 'poor boys' of Chertsey, but later became a girls' grammar school.
- 1.2 Its ethos reflects its Christian foundation, though it welcomes pupils of all faiths. The school has charitable status and is a limited company; its governors are directors and trustees of the company and governors of the foundation.
- 1.3 Since the last inspection the school has built a new sixth form centre and a boat house along with the introduction of a new school uniform.

What the school seeks to do

- 1.4 The school aims for pupils to develop fully as individuals with integrity, who think independently and are confident, responsible and unselfish members of the community. The school endeavours to inspire excellence in academic standards, promote the resilience to learn from mistakes and to cultivate good work habits and so enable pupils to succeed in their chosen career.

About the pupils

- 1.5 Pupils come from a range of professional backgrounds, the majority living within a 10-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 62 pupils as having special educational needs and/or disabilities (SEND) including dyslexia and dyspraxia, 18 of whom receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. There are 44 pupils for whom English is an additional language (EAL), five of whom receive additional support. Data used by the school has identified 106 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 registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

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

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2016 to 2018, performance has been well above the national average for maintained schools. Results in IGCSE examinations have been higher than worldwide norms.
- 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 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. 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. 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.
- Pupils have highly developed learning skills and very positive attitudes to their education.
 - Pupils show strongly developed communication skills and apply them consistently well to their learning.
 - Pupils display excellent research skills.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate strong self-knowledge, self-esteem, self-confidence, self-discipline and resilience, so that they are well prepared for the next stage of their lives.
 - Pupils are very socially aware and so are able to work very effectively with others to solve problems and achieve common goals.
 - Pupils respect and value diversity within society, demonstrating sensitivity and tolerance to those from different backgrounds and cultural traditions.

Recommendations

- 3.3 In the context of the excellent outcomes, the school might wish to consider the following:
- Pupils should acquire more independence in using information and communication technology (ICT) applications.
 - Pupils should improve their understanding of, and be able to articulate more clearly, the spiritual dimension of human existence.

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 demonstrate the successful fulfilment of the school's aims as they are lively young people who enjoy learning, think independently and have energy and passion in their personal drive for success. All pupils, including those with special educational needs and disabilities (SEND), English as an additional language (EAL) and the most able have excellent levels of knowledge, skills and understanding across all areas of learning, whilst displaying insight into how their learning enriches their lives, now and in the future. This is because pupils respond well to a thoughtfully constructed curriculum and to teaching that displays a diverse range of traditional and innovative methods. This exemplifies the school's response to the previous inspection which recommended the use of a wider range of teaching methods to promote greater pupil intellectual development and to share new initiatives across the school, developments that have been carefully implemented by the school leadership and embedded in the school's learning ethos. Pupils show independent learning as a result of skilled teaching which develops, in all pupils, the confidence to hypothesise, analyse, synthesise and engage in thinking; for example in a junior gymnastics lesson pupils used digital recordings of their activity to reflect, and then articulate how to improve, subsequent to them improving their performance.
- 3.6 Pupils' verbal and written communication is excellent; they are articulate and speak with confidence. This is promoted through accomplished teaching, which encourages pupils to ask higher order questions spontaneously and engage in thoughtful academic debate both formally and informally. Essay work undertaken by pupils in English and the humanities showed a clear structured approach which became stylistically more sophisticated and nuanced as pupils matured. The quality of written work was excellent showing pupils who take a real pride in their learning. Pupils have well-developed

skills in making links between subjects and develop clear overviews of concepts from a range of perspectives. Sixth formers make excellent progress in applying their critical listening skills because in many subjects teaching includes a very effective seminar approach underpinned by a strong rapport between teachers and pupils. For example, in a senior Spanish lesson entirely undertaken in the target language, pupils reflected critically on what they heard with appropriately precise responses. Pupil enjoyment and proficiency in reading has been enhanced through the management's introduction of a whole school silent reading period which gives pupils time in the week to read and reflect.

- 3.7 Pupils demonstrate a range of ICT skills under teacher direction, using resources for research and presentation across a range of subjects. Independent pupil selection and choice of ICT use has not yet become embedded in pupil learning across all subjects. Pupils effectively use the school's virtual learning environment which provides an additional distinct dimension for pupils to use in their learning. For example, the use of e-portfolios in senior design technology to record, monitor and review their work which mirrors processes in the work place. A strong thread running through the curriculum is the pupils' ability in selecting appropriate mathematical processes when required. Pupils demonstrate convincing mathematical subject knowledge and apply mathematical skills across the curriculum where they easily incorporate their mathematical knowledge in a range of different contexts. This was seen in a senior chemistry lesson where a pupil was expertly supported in applying mathematical constructs to a practical situation. Cross-curricular understanding and enthusiasm is also exemplified through pupils' many successes in a range of external mathematical challenges and competitions.
- 3.8 Pupils' achievements in external competitions, in gaining other scholarly distinctions, and their success in sport and the arts are outstanding. Those with special talents outside school are also given full support and credit for their achievements. Pupils distinguish themselves in academic competitions in biology, physics, chemistry, computing and in Latin speaking competitions and gain speech and drama awards and over a quarter of the school is involved in The Duke of Edinburgh's Award (DofE) scheme with 37 gold awards gained in the last five years. In sport, individuals have enjoyed national and international success in badminton, swimming, netball and rowing. Well targeted strategic planning and development of sporting facilities, led by the governing body, in providing new buildings, staff and resources has led to sustained national and international success for pupils in rowing which impacts on pupils as a means to motivate excellence. As a result of the enthusiastic commitment of pupils to achieve personal success, the pupils who participate in the activities offered outside the classroom attain very high standards and for many this results in a resilient team-orientated approach in other areas of their lives.
- 3.9 Pupils demonstrate refined study and research skills which are consistently of very high quality, ranging from detailed note taking using, for example, mind maps and memorisation techniques which encourage independent study. These approaches are well supported by a well-resourced library in which pupils work independently. Independent study was further reflected after school with pupils across all year groups engaged in very productive private study in form rooms. Extended work reflecting pupils' perseverance in research skills and reflection was seen in many excellent research projects of varying age appropriate complexity. For example, a sixth form Extended Project Qualification (EPQ) illustrating a deep commitment to scholarship, produced a remarkable artefact based on Caravaggio's work, which reflects the high levels of attainment in this qualification in recent years. A strength of the school is the supervision by older pupils of younger pupils in undertaking mini extended projects based on the approach taken in the EPQ as shown by a project investigating how the public are manipulated by cigarette companies. Attainment in music is strong and results from the dedication of the pupils to practise and develop their aural skills. The expert staff support pupils' independent approaches as a means of developing their instrumental and singing skills to high standards as they achieve recognition in national ensembles, orchestras and in gaining choral scholarships. Together this all contributes to young people moving to the next stage in their lives against strong competition and being successful in whatever sphere they choose.

- 3.10 The pupils' high levels of attainment are reflected in their performance in public examinations. Using data from the years 2016 to 2018, results at GCSE have been well above the national average for maintained schools. In the same period, results in IGCSE examinations have been higher than worldwide norms and results at A level have been well above the national average for sixth formers in maintained schools. The large majority of leavers proceed to universities in the UK with challenging entry requirements which pupils are successful in obtaining.
- 3.11 Pupils' levels of attainment, as indicated by the evidence from lesson observations, interviews with pupils and scrutiny of their work, together with standardised measures of progress, show that pupils make excellent progress over time. Data provided by the school show that pupils with SEND and EAL make progress that is in line with their peers and in some cases exceeds them. These pupils achieve well as their individual needs are accurately identified by the learning support department and effective support plans put in place. This is followed up by careful monitoring and review to ensure that teachers adapt their lessons to ensure that these pupils' needs are met. More able pupils are identified and challenged to develop their thinking; they consistently achieve high levels of success as demonstrated by the EPQ results and in a wide range of external competitions and Olympiads. There was almost unanimous support from parents and pupils in the questionnaires that the school enables high levels of progress.
- 3.12 The pupils' attitudes and success across the school are due to carefully focussed and planned management of the learning environment by the school's leadership. This nurtures pupils to work collaboratively and to take on the leadership of their own learning. All groups of pupils consistently demonstrated excellent attitudes to learning and achievement and sought to do their very best. Pupils were focussed for the start of lessons to engage in a classroom ethos of mutual respect which fully embraced the values of the school. This was further exemplified in pupil discussions and the questionnaire comments where the overwhelming majority of pupils wanted to celebrate their school and how it supports them in their pursuit of excellence as they progress. In particular teachers have high expectations and consistently model very positive attitudes to learning and achievement which are firmly embedded in the school values. This results in pupils who are comfortable in confidently challenging their own understanding and so take responsibility for their own learning.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are responsible and confident young adults who have a highly developed sense of self where through their contemplative nature and authentic personal understanding they display self-confidence without arrogance. These qualities are developed by the school meeting its aims to foster confidence, excellence and integrity in its pupils through its strong commitment to teaching and learning. Pupils respond positively to the excellent staff role models who demand high standards of behaviour and responsibility within the community which inspires pupils to live their lives with self-discipline and a moral purpose.
- 3.15 Pupils show resilience which was revealed in pupil discussions as they reflected on how they improve their own learning and performance. In discussion pupils lucidly described the multiple opportunities they have to build their own self-confidence through music, dance and drama and in classroom activities. They readily demonstrate reflection and awareness of their personal and social situation. Junior pupils commented that their induction programme was excellent and allowed them to develop an understanding of the ethos of the school and its focus on integrity. Older pupils commented that, though the school encouraged excellence it did not mean perfection and they were helped to take a balanced approach to life. These very positive outcomes are developed through a well organised caring proactive pastoral system which has developed a mutually supportive set of common values. This leaves all pupils knowing there is always someone to talk to and that they will be supported in making the right decision when facing difficult choices regarding leading a moral life.

- 3.16 Pupils have extremely well-developed decision making skills, created by a nurturing personal, health, social, citizenship and economic education (PHSCE) programme which encourages reflection and the skills to determine academic and extra-curricular targets. As a result, pupils are able to create their own informed pathways. Questionnaires highlighted that a very small minority of pupils felt that the school could support them more in making choices about more diverse careers and educational routes; the team found such information was available. Underpinning these excellent decision making skills is the application of integrity, a quality that pupils understand through clear unambiguous teaching and guidance from the pastoral team who encourage young people to think for themselves particularly if they have made an error of judgement.
- 3.17 Pupils have an appreciation of the non-material aspects of life as shown in the sixth form artwork which reflected on an understanding of individual mental health perspectives. Pupils reflected that in some assemblies and visits to religious buildings in this country, and on cultural trips abroad, they had enjoyed a sense of wonder in response to stimulating experiences and surroundings, and expressed gratitude for their own personal circumstances. However, in discussion pupils rarely articulated their understanding of their spiritual place in the material world and were not confident in explaining this dimension of their lives.
- 3.18 Pupils have an excellent understanding of right and wrong; they are kind to each other and considerate to their teachers. They understand and respect systems of rules and laws demonstrating a keen sense of fair play and justice. They challenge prejudice inside and outside of school. This was shown in the pupil questionnaires where a very small minority felt that favouritism took place regarding the way in which school rules were administered; on investigation the inspectors recognised that there were perceived inconsistencies and that the occasional anomaly stuck in a pupil's mind because it was so rare.
- 3.19 Pupils observed during the visit were all well behaved and willingly engaged in discussion, they accept responsibility for their own behaviour. They have a full understanding that it is unacceptable to be a bystander so they will challenge their peers if they think they are misbehaving. They are quick to show initiative in addressing new issues, as seen in the formation of the LGBTQ discussion group and in expressing their views through wall displays on their moral response to terrorist attacks in London. Pupils engage in moral debates with enthusiasm which was seen in a junior religious studies lesson debating the relative importance of each right in the UN Declaration of Human Rights. In doing so pupils showed their ability to engage in deep moral issues.
- 3.20 Pupils socialise with ease which is a real strength of the school. They are skilled at maintaining excellent friendships based on mutual respect and provide support to each other, for example older pupils supporting younger pupils settling in. Much of the support is spontaneous as seen in pupil support of house competitions and year events such as the Year 8 form concert series. This is a consequence of a school culture of easy relationships and social confidence. Pupils showed sophisticated empathetic skills as they worked together solving problems and achieving common aims, as shown through the £10 challenge where junior pupil groups used their entrepreneurial skills to raise money for charity. Pupil-initiated charity fundraising and their time commitment to local organisations are strengths which further supports a highly successful DofE scheme. Pupils' personal development is greatly enhanced by these opportunities allowing the pupils to take part in largely pupil led charitable events as well as some outreach work with local care homes.
- 3.21 Pupils demonstrate excellent productive relationships towards each other irrespective of culture or background. The house system encourages successful relationships as older pupils fully embrace the responsibility to look after younger pupils and help them with their relationships. Pupils demonstrate strong mutual respect towards each other and value each other highly. For example, sixth form pupils act as study buddies for younger pupils, giving a real sense of responsibility for younger pupil well-being. Pupils can be themselves and are respected for their individuality and what they bring to the school community. Pupil interviews showed that they are inquisitive about the world around them and appreciate their own good fortune. They are keen to make an impact on the wider world,

supported by an active alumnae association. The school promotes a culture of 'it's alright to fail as long as you have had a go' which is reinforced through the pupil support seen in lessons when pupils hypothesise and are encouraged to articulate their responses, fully supported by their peers.

- 3.22 Pupils have highly developed levels of sensitivity and tolerance to those from different backgrounds and traditions; this has been created through the school's long-standing relationship with a school in Ghana. Pupil discussions and reflective project work based on this work and local UK visits have also enabled pupils to appreciate the cultural diversity of modern Britain at first hand. In discussion pupils view themselves as global citizens who can make a difference and do seek opportunities both in the school and in the wider community to take on responsibilities and to support those less fortunate than themselves. Their cultural curiosity is developed through a wide range of overseas trips, including language exchanges to Germany and cultural trips to China, Greece and Italy. This underlying international perspective was seen in the enthusiastic approach pupils took to Commonwealth week where pupil groups created a country-focussed charity-fashion show using recycled material reflecting different countries.
- 3.23 Pupils have an excellent understanding of how to stay safe and appreciate how to be physically and mentally healthy, particularly in terms of diet, exercise and living a balanced lifestyle. The well-being centre, the diverse PHSE programme and catering committee enable pupils to feel that they have a voice as they make reasoned choices in pursuing a healthy lifestyle, for example a group of sixth form pupils had proposed 'Meat free Mondays' which had been implemented. Junior pupils commented very positively on the school's leadership for its introduction of a dedicated well-being centre staffed by onsite counsellors to sensitively address the possible impact of mental illness and stress on pupils as they felt they had somewhere to go if they felt unhappy.
- 3.24 Questionnaires showed a small minority of pupils did not feel that the school encouraged a healthy lifestyle; in discussion pupils observed that they could buy chocolate from the tuck shop and a full range of sports was unavailable in the senior years. Inspectors took the view that the school was giving pupils responsibility and choice in its tuck shop provision as fruit and other healthy options were available. Likewise, there was a wide range of healthy physical activities available to senior pupils if they choose to pursue them; from a parental perspective a very large majority of parents did feel the school encouraged pupils to adopt a healthy lifestyle and the overwhelming majority felt the school is a safe environment, particularly with regard to online safety. Pupils move on to the next stage in their lives with confidence and self-assurance wanting to live adventurously whilst approaching the concept of risk sensibly in all that they do.

4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Ian Carter	Reporting inspector
Mr Adrian Dellar	Compliance team inspector (Senior deputy head, HMC school)
Mr Matthew Judd	Team inspector (Headmaster, HMC school)
Mr Nigel Lashbrook	Team inspector (Former headmaster, HMC school)
Mrs Nicola Smillie	Team inspector (Headteacher, GSA school)