



ISI Independent
Schools
Inspectorate

Regulatory Compliance and Educational Quality Inspection Reports

Sheffield High School

September 2021

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School's Details

School	Sheffield High School			
DfE number	373/6021			
Registered charity number	306938			
Address	Sheffield High School 10 Rutland Park Sheffield South Yorkshire S10 2PE			
Telephone number	0114 2660324			
Email address	enquiries@she.gdst.net			
Headteacher	Mrs Nina Gunson			
Proprietor	The Girls' Day School Trust (GDST)			
Age range	4 to 18			
Number of pupils on roll	771			
	EYFS	47	Juniors	133
	Seniors	445	Sixth Form	146
Inspection dates	28 September to 1 October 2021			

Background Information

About the school

- 1.1 Sheffield High School, founded in 1878 and located in the Broomhill area of Sheffield, is an independent day school for female pupils. It is one of a group of schools administered by GDST and is overseen by trustees and executive officers of GDST, assisted by a local governing body. Since the previous inspection, the school has moved all sections of the school to one site and closed its pre-school. A programme of refurbishment of classrooms, laboratories and outdoor spaces has been completed. A new head was appointed in 2018.
- 1.2 During the period March to August 2020, parts of the school were closed, with on-site provision for children of key workers, vulnerable pupils and specific year groups. During this period of closure, the school provided remote learning materials for all pupils.
- 1.3 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.
- 1.4 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.
- 1.5 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades for 2020 and teacher assessed grades for 2021 were awarded.
- 1.6 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.7 The school's aim is to nurture a love of learning and curiosity, encouraging its pupils to explore, question and challenge. It seeks to enable pupils to develop confidence and pride in themselves as they prepare to take their place and make a difference in an ever-changing world.

About the pupils

- 1.8 Pupils come from a broad mix of backgrounds, living predominantly in South Yorkshire and Derbyshire. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 128 pupils as having special educational needs and/or disabilities (SEND), which include dyslexic tendencies, processing and behavioural difficulties and hearing impairments. There are 39 pupils who receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 115 pupils, 22 of whom receive additional support for their English. The school has identified 86 more able pupils for whom additional provision is offered in the curriculum and co-curriculum.

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

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

This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. 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.

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

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

PART 1 – Quality of education provided

- 2.2 In the junior school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 At GCSE in the years 2020 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 2020 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' attitudes towards learning are positive, supportive of others and pro-active; pupils work equally well independently or collaboratively and thrive on taking leadership in their learning.
- All pupils demonstrate advanced, autonomous skills in the use of technology and apply these to all facets of the curriculum, wherever it enhances their learning.
- From an early age, pupils are exceptionally good listeners, showing interest in the views of others; they are confident speakers and articulately express themselves in a range of contexts.

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

- Pupils recognise they can be stronger working as a team than as individuals and this is a key factor in their success in many non-curricular areas as well as in their learning.
- Pupils have a positive impact upon their school community, relishing the opportunity to take on responsibilities and make a difference to the happiness of all, pupils and adults alike.
- Pupils innately value diversity, show strong cultural awareness and are sensitive and tolerant towards the needs of all.

Recommendation

3.3 In the light of the excellent outcomes the school might wish to consider the following:

- Ensure that all pupils develop their use of independent enquiry in their learning through the consistent provision of time for reflection in lesson-planning across all subject areas.

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 achieve excellent standards across the school from a range of starting points. This represents successful fulfilment of the school's aim to nurture a love of learning and curiosity that encourages pupils to explore, question and challenge. Pupils' knowledge, skills and understanding have continued to develop well over all areas of the curriculum since September 2020. This has been in response to imaginative and precisely focused presentations and activities on the school's existing remote learning platforms during lockdowns. Pupils' achievement is supported by leadership and management initiatives which demonstrate a clear commitment to raise performance and encourage innovation for teaching and learning, including the effective introduction of a new tracking system in the junior

school. Pupils' subject knowledge and skills, and their ability to apply these skills to other subjects are excellent. Many apply theoretical concepts to practical situations successfully as demonstrated when a group of junior school pupils designed and built a robot to deliver messages to key characters as part of their topic on the Sheffield Great Flood. Older pupils demonstrated excellent knowledge of the effects of longshore drift and explained the nature of coastal erosion. Pupils in a GCSE class explained clearly the reasons why people may use drugs and the impact that would have on their mental and physical health and ability to make rational decisions. Pupils' academic success is promoted by the teaching, which is at its most effective when it provides opportunity for independent enquiry and time for reflection, although this approach is not yet consistently applied. A very large majority of parents' questionnaire responses confirmed the view that teaching enables their children to make good progress including when learning remotely during the recent periods of lockdown.

- 3.6 The following analysis uses the national data for the years 2017 to 2019. These are the most recent three years for which comparative statistics are currently available. Results in GCSE and at A level were above the national average for maintained schools. These levels of attainment have been maintained in centre-assessed and teacher-assessed grades in 2020 and 2021. These results, together with standardised measures of progress available, show that pupils make progress above the national average to GCSE compared with those of similar ability. Progress over time to A level has been above age-related expectations. Judged by the lessons observed and work seen, and the outcomes of interviews with them, pupils of all abilities make rapid progress in the short term. The very large majority of pupils' questionnaire responses indicated that they feel the school gives them opportunities to learn and make progress. Inspection evidence supports this view.
- 3.7 Pupils with SEND or EAL make progress which is at least as rapid as other pupils as shown by their work, and test and examination performance. This is because sensitively targeted support in lessons is well managed, overseen and reviewed regularly. All pupils' progress has been supported by provision of subject clinics and a thorough tracking system, now enhanced in the junior school, which ensures that appropriate strategies to support individual pupils can be employed to narrow any gaps in learning and agree targets for the future. A further measure of progress is indicated by the higher education destinations of sixth-form leavers who achieve success in gaining places at universities with high admission criteria.
- 3.8 Pupils demonstrate excellent communication skills. At each stage they express their ideas articulately both verbally and in writing. Younger children confidently use the subjunctive when writing stories about what it was like to be evacuated during World War 2. Older pupils demonstrated a mature and thoughtful approach as they discussed challenging texts such as *The Tempest* and *Romeo and Juliet*. Pupils speak confidently to a wide range of audiences. The many drama productions, high levels of participation in drama lessons and wide-ranging opportunities for debate throughout the school, support the development of excellent speaking and listening skills. Excellent outcomes were evident as one junior school group debated whether they would rub out all sadness from their lives if they could. Older pupils successfully discussed how young people are vulnerable to radicalisation from far right groups. Pupils of all abilities write persuasively in English; they can write in detail about character and theme and younger pupils could begin to analyse how the Normans conquered England through fear and violence. Pupils of all ages demonstrate excellent skills for developing and delivering presentations for their peers. Younger house captains presented a powerful and emotive speech on *Proud to be Me* and older pupils regularly develop programmes of learning for younger pupils, both in school and for pupils in other schools, on a wide range of subjects.
- 3.9 Pupils of all abilities demonstrate excellent progress in mathematics over time. Pupils develop strong core skills which they apply enthusiastically to a range of subjects, including science, geography and computing. Younger pupils confidently use the symbols for greater than and less than including the inverse property and older pupils demonstrated excellent algebraic skills when factorising a range of quadratic equations. Pupils in GCSE and A-level science use their knowledge well to solve complex calculations and make fluent use of graphs. Older pupils demonstrated excellent fluency with

numerical data enabling them to master advanced hypothesis testing techniques. From a very early age pupils are skilled in using their ability in information and communication technology (ICT) to enhance their learning across all areas of the curriculum. Pupils' advanced technological skills are used to develop multi-media training videos to support pupils and teachers in other local schools; they make excellent use of analytical tools such as spreadsheets and presentation software to demonstrate their research results. Subject specific software is used effectively in many subjects to enhance learning as a result of forward-thinking leadership and investment by governors in resources and training for the mastery of the use of technology.

- 3.10 From an early age, pupils show highly effective study skills. They demonstrate strong research skills, ably gather and analyse information from a range of sources and explore its significance, employing excellent reasoning skills in doing so. All pupils develop important skills for learning through the school's approach to self-assessment and reflection which encourages them to identify when they are able to be confident, take leadership in their learning, engage fully and achieve. Pupils in Key Stage 3 understand the importance of independent research in identifying suitable sources. Younger pupils worked collaboratively to design a method of clearing plastic from shores, river banks and estuaries with two school teams achieving the top awards in a national STEM competition for their designs. Older pupils produce well organised and reflective projects which tackle interesting questions such as 'does the media exploit a vulnerability in human nature?'
- 3.11 Pupils enjoy excellent levels of success in extra-curricular activities. They develop their own interests and talents to a high level through an extensive range of extra-curricular opportunities. Pupils develop a range of their own particular skills, talents and interests, including for music, individual and team sports, ecology and many creative subjects, by taking full advantage of the diversity of opportunity provided by the school. They take an active role in developing and organising their own clubs and activities such as the 'Social Justice Society' and 'Doodle Pen' Club. Skills for the performing arts develop rapidly from an early stage as pupils take part in concerts and performances throughout the year. Younger children speak animatedly about their love of singing. Older pupils often play one or more instruments and are highly successful in instrumental and singing examinations up to the highest grades. High standards are reached in speech and drama examinations with pupils notably achieving the highest awards at Grades 7 and 8. Pupils' skills in art are extremely well developed. Pupils of all ages work with a wide range of materials and styles and achieve notable success in local and national exhibitions and competitions; one pupil's artwork was exhibited at the Royal Society of British Artists' Exhibition in London and another was the Sheffield Young Painter of the Year.
- 3.12 Sporting ability at a high level is evident as the pupils move up the school, resulting in an excellent range of success in local, regional and national competitions. Pupils of all ages develop their physical fitness and skills for particular sports due to high quality teaching and coaching. In recent times school teams have been national champions in their age groups for trampolining and gymnastics and county champions for hockey, netball and badminton. A significant number of pupils represent their region in a range of sports, with two representing England.
- 3.13 Pupils' attitudes to learning are exceptionally positive. They are enthusiastic, curious and very supportive of each other. From an early age, pupils are comfortable to take the initiative, to challenge accepted thinking and take leadership in their learning as they complete their personal projects or when deciding to stretch themselves mathematically by choosing to take on an extra mathematics GCSE. They have a strong understanding that working together can often be more effective than working alone. Pupils' positive attitudes are well developed by staff who provide challenge and support in equal measure and who willingly give of their time to provide help and encouragement. Pupils relish taking responsibility for their own learning and progress as a result of the encouragement to do so from staff and tutors.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils have an extremely well-developed level of maturity by the time they move on to university, to travel, or enter the world of work. When they leave the school, they are very well prepared for the next stage of their lives and, as the school's aim envisages, ready to take their place and make a difference in an ever-changing world. They develop great self-confidence during their time in school and have a strong understanding of their strengths and weaknesses and are accepting of both. Pupils develop the resilience necessary to flourish as young adults due to the school providing an effective balance in the sixth form between supporting and guiding more loosely. It is also developed through a wide range of opportunities to tackle challenges, including The Duke of Edinburgh's Award scheme (DofE) expeditions and activities. Pupils feel that this has also benefited their academic work and prospects for the future. Leaders' establishment of a well-structured assembly programme, personal tutor system and comprehensive personal social and health education (PSHE) and relationships and sex education curricula, provides pupils with a framework which develops their self-awareness through highly effective knowledge of themselves, their place in the school and in the wider world. Pupils are confident and eager to take on meaningful responsibilities within the school. Digital leaders were the first pupils in the country to complete an accredited external technology qualification and they effectively support both pupils and staff in their own school as well as developing training videos to support other schools in the area. Sixth-form pupils are extremely well prepared for the next stage of their lives through a number of activities and initiatives, including many opportunities to research, plan and organise events in the school and wider community. The school's successful delivery of the 'Shine' and 'Cool to be Clever' initiatives supports pupils from local maintained schools to develop their knowledge and skills to a high level.
- 3.16 Pupils demonstrate a supportive approach to their peers and adults alike. The inclusive atmosphere of the school helps them to identify their strengths which allows them to understand the impact of their decisions on themselves and others as they undertake a range of mentoring roles for the younger pupils. At all ages pupils recognise that choices have consequences and that careful planning and a consideration of alternative courses of action can be helpful when tackling each new challenge. At each transition, they are well prepared for the next stage of their educational journey.
- 3.17 Pupils successfully articulate their thoughts on spirituality in its broadest sense in an open and honest way. They demonstrate thoughtful responses to philosophical discussions and successfully debate a range of topics, including the vulnerability of young people in the modern world and the concept of empathy. Pupils' spirituality is evident in the way that they play together in music and discuss, with integrity, the impact of music on their emotions and the way that music can lift people's spirits. It was also demonstrated in the natural way that pupils show genuine concern and care for the feelings of others. Pupils' strong awareness of the need to preserve the planet is developed through the school's eco-council and 'Save our Shores Club' and strong appreciation of the natural world and its fragility.
- 3.18 From an early age, pupils show a strong sense of right and wrong. They have an excellent understanding and respect for the school's behaviour guidelines. Pupils understand why communities need rules and are able to adapt these to the wider community, thus recognising the need to respect the country's laws. As a result, behaviour in the school is exemplary and pupils show great respect for their physical environment as they take care to pick up rubbish around the site. Pupils respect the school reward and sanction system, and many pupils acknowledge the importance of kindness and mutual respect and working closely with staff to ensure a happy and safe school environment. Older pupils recognise and appreciate the extra responsibility that comes with the greater freedom enjoyed by sixth formers. They said that the tutor system gives them beneficial opportunities to discuss issues that affect them, such as relationship issues, challenges with their work and peer pressure. In lessons, pupils show a thoughtful understanding of moral dilemmas when discussing challenges facing society, such as the use of social media, poverty and the impact of climate change.

- 3.19 Across the age range, pupils develop exceptionally strong social skills. They value the broad range of opportunities provided to work together to achieve common goals and demonstrate responsible leadership. All pupils show care and support for each other. For instance, the oldest pupils take genuine responsibility for those in younger year groups, organising clubs, acting as excellent role models and ensuring they have someone to talk to if they have concerns. Rehearsing together on the preparation of different productions is a project that involves the whole community. Pupils' strong personal development owes much to the encouragement and personal example set by staff and the well managed pastoral systems that identify and respond to pupils' individual needs and circumstances and promote their well-being. A very large majority of parents responding to the questionnaire felt that the school provides a safe environment that successfully supports their child's personal development. The underlying values and ethos, strongly promoted by the school leaders and governors are another key factor in the pupils' success.
- 3.20 Pupils relish taking on a wide range of responsibilities within the school. They enjoy collecting ideas to discuss at the school council. Here, they make an active contribution and decisions are taken which will benefit their school and the wider community. Contribution to the wider community is an integral part of school life. Pupils of all ages volunteer willingly and with great enthusiasm to participate in a variety of partnership opportunities between the school and wider community supporting pupils in other local schools, and raising money for those less fortunate than themselves. Projects include fundraising for a local hospice, cancer research and a school in India. Pupils reach out to the older members of the community by writing letters to those living on their own to ensure they feel less isolated. Groups such as the sixth form and head girl team and the rights-respecting champions in the junior school ensure that pupils across the school are happy and supported.
- 3.21 Pupils show high levels of respect for and tolerance of different faiths and cultures, actively enjoying sharing their own customs with each other through activities such as the Chinese Culture Club and Christianity Club. Pupils' awareness of other cultures is enabled because the school welcomes pupils from many different religions and cultural traditions and ensures a seamless and natural approach to integration and acceptance. Pupils develop an increasing awareness of world faiths as they mature, and regularly share festivals and food events with their peers from other faiths and backgrounds. Older pupils and the equality, diversity and inclusion champions warmly welcome newcomers to the school. They are quick to offer new pupils support and help to ensure that they settle in quickly and are happy in their new community. Pupils also have a strong appreciation of their own culture through art, music, drama and opportunities for celebration of their own traditions and festivals.
- 3.22 Pupils of all ages confirm that they have a strong understanding of what it means to stay safe physically, emotionally and when using technology to access the internet. Younger pupils learn how to make healthy choices in their diet and appreciate the healthy options available at mealtimes. Older pupils deepen their knowledge of how exercise changes their bodies and helps to keep them healthy. Through use of regular well-being surveys, leaders and teachers have created a safe learning environment where pupils feel that it is normal to express concern or anxiety and that it is safe to be open about how they feel and what it means to lead a healthy lifestyle. Awareness is built upon in an age-appropriate way which allows pupils to develop confidence in the appropriate and safe use of different technologies.
- 3.23 A very large majority of parents who responded to the questionnaire were supportive of the way that the school promotes values of democracy, respect and tolerance of other people, actively promotes good behaviour and equips pupils with the team working, collaborative and research skills they need in later life. Inspection evidence supports these views because it shows that, as pupils leave the school, they are ready to take on their future challenges as capable, resilient and confident young people.

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 proprietor and chair of the local governing board, 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 Diane Gardiner	Reporting inspector
Mr Gregg Davies	Accompanying Reporting inspector
Mr Devin Cassidy	Compliance team inspector (Head, HMC school)
Mr Mark Calthrop-Owen	Team inspector (Head of department, SofH school)
Mrs Joan Storey	Team inspector (Former head, GSA school)
Mrs Catherine Hill	Team inspector (Senior teacher, HMC school)
Mr Gavin Sinnott	Team inspector (Director of studies, IAPS school)
Mrs Sarah Fisher	Team inspector (Head, IAPS and ISA school)