



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Abbey Gate College

April 2022

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School's Details

College	Abbey Gate College			
DfE number	896/6018			
Registered charity number	273586			
Address	Abbey Gate College Saighton Grange Saighton Chester Cheshire CH3 6EN			
Telephone number	01244 332077			
Email address	head@abbeygatecollege.co.uk			
Head	Mr Craig Jenkinson			
Chair of governors	Mr Andrew Grime			
Age range	4 to 18			
Number of pupils on roll	500			
	EYFS	7	Juniors	112
	Seniors	307	Sixth Form	74
Inspection dates	26 to 29 April 2022			

1. Background Information

About the school

- 1.1 Abbey Gate College is an independent, co-educational day school located on the outskirts of Chester which was founded in 1977. It comprises three sections: infant and junior, including the Early Years Foundation Stage (EYFS), for pupils aged 4 to 11 years; senior, for pupils aged 11 to 16 years; and a sixth form. The senior and sixth form pupils occupy Saighton Grange, and the infant and junior school is approximately two miles away in Aldford. One board of governors oversees both schools.
- 1.2 The current head was appointed in September 2021 and the present chair of governors was appointed in April 2019.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.4 The school aspires to provide a safe and caring community within a sustainable environment. Within this it seeks to enable pupils to become the best they can be and to have the self-confidence to go forward into the changeable world with courage and compassion. In seeking to achieve this, the school focuses on pupils' development of themselves and service to others.

About the pupils

- 1.5 Pupils come from a diverse range of backgrounds mostly from families living in Chester and the surrounding area. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average in both schools compared to those taking the same tests nationally. The school has identified 191 pupils as having special educational needs and/or disabilities (SEND), which include specific learning difficulties, mainly dyslexia, and 43 pupils receive additional specialist help. Two pupils have an education, health and care plan (EHC). Nine pupils have English as an additional language (EAL), and they are supported by their classroom teachers. Pupils identified by the school as being the most able in the school's population are supported by a comprehensive programme offering specialist help and additional activities.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

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

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

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

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

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, 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 In the senior school, the school's GCSE and A-level results in the years 2019 to 2021 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

PART 6 – Provision of information

2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

PART 7 – Manner in which complaints are handled

2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

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

PART 8 – Quality of leadership in and management of schools

2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.20 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Foundation	Reception
Infant 1	Year 1
Infant 2	Year 2
Junior 3	Year 3
Junior 4	Year 4
Junior 5	Year 5
Junior 6	Year 6
Year 7	Year 7
Year 8	Year 8
Year 9	Year 9
Year 10	Year 10
Year 11	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

Key findings

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

- Pupils have excellent communication skills and collaborate successfully.
- Pupils' attitudes to learning are positive and they are keen to succeed.
- Pupils have well developed study skills which are reflected in their good attainment.
- Pupils' learning is not yet fully enhanced by the use of their information and communication technology (ICT) skills in some areas of the curriculum.
- Pupils do not always seek to improve their learning for themselves because teachers do not consistently challenge them to do so.

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

- Pupils are extremely self-confident; they display strong, positive relationships with peers and staff.
- Pupils have a good understanding of the school's aims of self, service and sustainability which is reflected in many aspects of their school life.
- Pupils have a well-developed awareness of spiritual understanding and an appreciation of non-material aspects of life.
- Pupils' social development and contribution to others is good.

Recommendations

3.3 The school should make the following improvements.

- Ensure that current developments in the use of technology enable pupils to improve their learning and achievement in all curriculum areas.
- Enable pupils to understand how to improve their learning, including through developing independence, by ensuring that teachers consistently challenge and guide them to do so.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is good.

3.5 Pupils' attainment is good. Results in GCSE in 2019 were above the national average and centre-assessed grades in 2020, and teacher-assessed grades in 2021 show significant improvement on these results. Results at A level in 2019 show performance was above the national average for the percentage of results achieved at grades A* to C and attainment in 2020 and 2021 shows similar improvement to that in GCSE. Pupils with EAL achieve at least as well as the rest of the year group and pupils with SEND achieve broadly in line with their peers. These pupils achieve their potential as a result of the targeted support provided by the extremely effective learning enrichment department. Throughout the school, pupils make good progress, as evidenced in school assessment data, lesson observations and work scrutiny. The small class sizes, which enable teachers to know their pupils well, contribute to pupils' success across the school. Slightly under half of pupils attain places at universities with demanding entry requirements. Children in the EYFS make excellent progress in relation to their age and development. A review of pupils' progress in the junior school, has led the leadership team to introduce new programmes of study for English and mathematics. Early reviews of this initiative indicate that pupils are now making excellent progress in these areas.

3.6 Pupils' knowledge and skills across the curriculum are at least good. Pupils demonstrate a strong ability to apply their previous knowledge as seen in a drama lesson when pupils competently reviewed the lighting, set and sound design for *Blood Brothers* as part of their revision for the GCSE examination. Pupils' understanding of correct terminology develops well in response to skilful questioning by teachers. This was seen frequently, including when Year 8 pupils demonstrated a good understanding of empire and imperialism in history. Year 9 pupils responded extremely well when required to describe in detail how they would use a quadrat to ascertain the different species encountered in an area of woodland. Pupils' creative skills are particularly well-developed in A-level art where pupils' responses in their own work were highly imaginative, for example transforming a guitar by decorating the surface in the style of Picasso.

3.7 Pupils' communication skills are excellent throughout the school. They listen attentively to each other, read accurately and articulate their ideas both verbally and in writing to a high standard. Throughout the school pupils speak confidently in lessons where they answer questions without fear of failure. Pupils listen respectfully to one another as seen in an A-level business studies lesson when pupils

discussed the global influence of sporting events on retail businesses. In modern foreign languages, pupils speak confidently and accurately in the target language. They understand nuances in the language such as why the 'h' in 'histoire' is not pronounced in spoken French. Children in EYFS, communicated very effectively with one another when predicting what they thought would happen next in a story. Year 2 pupils built on their understanding of apostrophes for contractions and applied their knowledge accurately to using possessive apostrophes in their written work. Year 3 pupils responded to a poem by expressing thoughtfully their likes and dislikes. They successfully built on their understanding of vocabulary, including the metaphors in the poem. Pupils are supported in developing their skills through participating in external speaking examinations, the junior school parliament and externally-organised events such as the BBC Young Reporter competition.

- 3.8 Throughout the school, pupils have strong numeracy skills which they apply confidently across the curriculum. Pupils' results in GCSE mathematics are consistently high and pupils in the junior school show a secure understanding of mathematical language and concepts. In a Year 2 music lesson, pupils confidently counted the value of different musical notes and demonstrated their understanding by clapping and moving in time. In GCSE science classes, pupils were confident in solving equations accurately and in interpreting data obtained through practical experiments. In an A-level economics lesson, pupils used numerical data and graphical displays to explain, knowledgeably, the relationship between factors affecting the supply of labour.
- 3.9 Pupils have the ability to use ICT effectively in their learning but they do not yet do so consistently. In the junior and infant schools, pupils use ICT confidently for research in project work. They successfully applied their skills to creating a presentation about the computer scientist, Margaret Hamilton, embedding photographs, text and design style features to create a piece of work of which they were justifiably proud. In subject-specific ICT lessons in the senior school, pupils showed an excellent appreciation of the impact of digital devices on the environment. Pupils with SEND very competently used laptops to assist with written language translation in French, where they accurately applied accents. However, on other occasions, pupils either miss opportunities where use of ICT would aid their independent learning or teaching does not require them to use their digital skills. The school leadership and proprietors have already identified ICT as an area for further development. In line with the school's aims it has recently appointed a sixth-form pupil to lead pupils in developing their awareness of sustainability through greater use of technology. This role includes working with staff to develop the ready use of ICT by pupils as well as staff.
- 3.10 Study skills are strong, particularly among older pupils as they prepare for examinations. Pupils apply their wide range of knowledge in a coherent manner to high level discussions. Throughout the school pupils enjoy discussing with their peers, confidently sharing their opinions, knowing that these will be respected. A-level pupils' wider musical knowledge was applied to describe confidently, and with significant detail, the use of *duduk* in the soundtrack to the film *Dune*. Year 12 pupils analysed foreign policy in post-war Germany successfully when constructing an essay plan. Pupils in Year 3 thoughtfully hypothesised about comparative fractions, articulating their reasons using correct mathematical language. In a Year 1 lesson, pupils demonstrated their excellent skills in synthesis when they created together a theory grid about the extinction of dinosaurs. Across the school, pupils make appropriate use of a wide range of sources, particularly when carrying out research for presentations and individual extended projects.
- 3.11 Pupils enjoy a high level of success in a wide range of co-curricular activities and external competitions. In sport, school teams have achieved recent successes in county football, athletics, and swimming competitions. Individual pupils have achieved notable national recognition in, for example, ice-skating, karting and skiing and representing their country in equestrian events. Pupils very much appreciate and benefit from the support given to them by the school which allows them to balance their academic studies with their sporting commitments. Throughout the school, pupils achieve highly in external speech and drama examinations and musicians also enjoy success at the highest level. There are strong informal links with Chester Cathedral and pupils spoke about the positive impact the school

has had on their musical career as a chorister. Other notable achievements include the publication of creative writing entered in a national competition and sixth-form pupils being regional winners in the Young Enterprise competition on several occasions. Pupils achieve a high level of success in UK Maths Challenges and Biology Olympiads. Each year a number of pupils successfully complete the Duke of Edinburgh's Award (DoE) Scheme at bronze, silver, and gold levels.

- 3.12 Pupils across the school have excellent attitudes towards their learning and they work together very effectively. In a Year 4 English lesson, pupils took leadership of their learning to extend their understanding of using descriptive language to show emotions. They discussed their ideas with their peers in response to the range of emotions suggested by their teacher. The positive relationships between pupils and their teachers create an atmosphere conducive to the pupils' learning. This was seen in a number of lessons, such as when pupils worked collaboratively to carry out practical experiments in science. In mathematics lessons, pupils worked together to factorise quadratic equations at GCSE and solved geometric equations at A level. Pupils in the senior school spoke about how their confidence increases when teachers encourage them to take responsibility for their own learning. In questionnaire responses, a small minority of pupils said that lessons are not interesting, and some felt that teachers' feedback does not help them to improve. Inspection evidence supports these views. Feedback to pupils varies in consistency and does not always identify next steps in learning which would enable pupils to make rapid progress. In a few lessons, where the learning was largely teacher directed, pupils were not sufficiently challenged to develop their independence and their progress was slowed. To enable pupils to take greater responsibility for their learning, the school has introduced progress and response sheets. However, evidence indicates that teachers' use of these is inconsistent.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 The school is successful in meeting its aim to enable pupils to have the self-confidence to go forward into the changeable world with courage and compassion. Throughout the school, pupils display mature levels of self-confidence in lessons and around school. For example, children in the EYFS were keen to share with inspectors their work on phonics and spoke with extreme confidence about what they had learnt. Pupils in Years 3 and 4 reflected effectively on the success of their recent stage production and effectively evaluated their performance to identify areas for improvement. In the senior school pupils identified confidently the risks to be considered in practical experiments. Pupils in Year 11 felt they gained a helpful insight into sixth-form life and confidence through attending a taster day when they could experience for themselves the different approach. Pupils in the junior school told inspectors that they feel confident about moving to the senior school as a result of spending one day each week there.
- 3.15 Pupils have a good understanding of the impact of the decisions they make. Junior school pupils discussed effectively the importance of making good decisions about friendships and identified their own personalities in the characters in a story. Members of the junior school parliament were justifiably proud that their decision regarding the revised configuration of the library had resulted in the successful purchase of additional furniture. In a Year 7 lesson, pupils confidently described the importance of making decisions in the correct order when dealing with a medical emergency. Pupils studying GCSE physical education displayed excellent decision-making skills when creating and accurately labelling a 3D model of a heart as part of a revision task. Pupils in the senior school appreciate the advice given by teachers and external speakers in helping them choose A-level subject and university courses, which they do successfully.
- 3.16 Pupils develop a strong sense of spiritual understanding. Pupils value the services held in Chester Cathedral during the year. They appreciate and respond to the inspirational quotes on display around the school which encourage them to think about non-material aspects of life. In a sixth-form assembly,

pupils shared thoughtfully their reflections on their time in school and the experiences and memories they will recall in later years. Many pupils spoke of the strong musicianship they develop and its importance in the life of the school. This was evident in the spiritual atmosphere experienced during a lunch-time choir rehearsal. The inspirational leadership of the choir enabled pupils to perform at a high level. A-level art pupils described in considerable detail how they were able to express emotions through text and visual representations in their personal investigation. Pupils appreciate the extensive school grounds and in particular the garden which provides a quiet place to sit and reflect.

- 3.17 Pupils have an extremely well-developed understanding of the difference between right and wrong and this is reflected in the exemplary behaviour evident throughout the school. During break time in the infant and junior school, pupils interacted well with one another across the range of play spaces, demonstrating a clear understanding of the school's high expectations. Year 5 pupils were keen to assume responsibility, in the absence of Year 6, for overseeing the youngest pupils and conscientiously escorted them to their classrooms at the end of break. In a religious education lesson, Year 8 pupils discussed maturely the importance of following rules in order to lead a good life. They reflected on situations where rules may be required for safety rather than a good life. In pre-inspection questionnaires, a small minority of pupils felt that pupils do not treat each other with kindness and respect. During interviews, pupils told inspectors that on the rare occasions when they see poor behaviour or unkindness, pupils do not hesitate to speak to staff who they see as very approachable. They show confidence that the school will respond appropriately, and this is confirmed by records of behaviour.
- 3.18 Pupils demonstrate very good levels of social awareness, and they collaborate effectively in lessons and beyond. Pupils joining the school in Year 7 take part in team building days, as do Year 12 pupils, when they quickly develop strong relationships with each other through the shared activities. Junior school pupils have benefited from attending residential trips where they jointly tackled adventurous outdoor activities, effectively supporting one another in new experiences. Sixth-form pupils regularly take part in the Young Enterprise scheme where their regular success is a result of high levels of teamwork and collaboration. Pupils benefit from an annual well-being day when they choose from a range of activities where they work collaboratively with pupils from different year groups to achieve common goals. In the school council and committees, pupils have worked together effectively and been instrumental in the introduction of recent changes in the life of the school. For example, they are especially proud of their contribution to the significant changes in the school catering and devising a new gender-neutral uniform. The recently formed eco-committee is pro-active in leading the school's aim to create a sustainable environment. Pupils in the sixth form spoke in assembly about how they worked together to organise the successful end of year ball, without the experience of attending one during the past two years.
- 3.19 Pupils are keen to assume roles of responsibility throughout the school. Older pupils in the junior school act as role models to the younger pupils and are conscientious as playground buddies in supporting the infant pupils at break time. In the senior school, pupils in Year 11 and the sixth form take on a range of responsibilities successfully such as peer mentoring, acting as form prefects or subject ambassadors. These pupils spoke about the skills they have developed in carrying out their responsibilities. Younger pupils greatly appreciate the positive interactions with older pupils that they experience through the clubs and activities the older pupils help to run. There is a keen sense of a family atmosphere in the school, with pupils willing to help and support one another. The school regularly supports local, national and international charities through a range of fund-raising activities such as the non-uniform charity day. The junior school collects harvest gifts for a local homeless charity. During the period of lockdown, pupils wrote postcards which were much appreciated by the recipients who are residents of a local home for the elderly. Sixth-form pupils have conscientiously maintained their links with schools in Africa even though they have been unable to visit in recent years.
- 3.20 Pupils reflect strongly the ethos and values of the school in their demonstration of respect, sensitivity and tolerance for all members of the school community. Inspiring assemblies and the highly effective

personal, social and health education (PSHE) programme were cited by pupils as making important contributions towards their attitudes. Pupils are confident to discuss issues around diversity and discrimination in the safe and respectful environment promoted by senior leaders. For example, pupils fasting for Ramadan talked confidently with their form about the reasons they do this. In questionnaire responses, almost all parents felt that the school actively promotes the values of democracy, respect and tolerance of others. Pupils' discussions demonstrated their secure understanding of how their actions impact on the lives of others. Pupils new to the school and from a range of backgrounds spoke about the positive welcome they had received. Celebration days enable pupils to explore traditions from different parts of the world, celebrate cultural diversity and listen to visiting speakers who willingly share their experiences with pupils.

- 3.21 Pupils have an excellent knowledge of how to stay safe and understand the importance of physical and mental health. They are aware of the need for good mental health and spoke very highly of the pastoral support team who they find extremely approachable. All pupils interviewed feel that they have a range of people to whom they can talk if they have any worries. Through the PSHE programme, pupils learn how to keep safe in school and beyond and they understand how to stay safe online. Pupils in the junior school can confidently identify a range of different hazards in the environment and how to avoid them. Pupils across the school take good advantage of the many opportunities to keep physically fit, through timetabled lessons, extra-curricular clubs and the facilities for play outside. Pupils greatly appreciate and make good use of the highly successful peer mentoring programme and the positive support network provided by the school which includes a supervised well-being room. The recently introduced catering provision includes a range of healthy options which pupils had specifically requested.

4. Inspection Evidence

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

Inspectors

Mrs Fiona McGill	Reporting inspector
Mr Christian Pritchard	Compliance team inspector (Head, IAPS school)
Mrs Elizabeth Andrews	Team inspector (Head of pre-prep, IAPS school)
Dr Marie Bush	Team inspector (Former deputy head, GSA school)
Mr Stephen Challoner	Team inspector (Former director of staffing, HMC school)
Mr Stuart Thompson	Team inspector (Deputy head, GSA school)