

Focused Compliance and Educational Quality Inspection Reports

Northampton High School GDST

November 2019



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School's Details

School	Northampton High School GDST			
DfE number	928/6057			
Registered charity number	309929			
Address	Northampton High School GDST Newport Pagnell Road Hardingstone Northampton Northamptonshire NN4 6UU			
Telephone number	01604 765765			
Email address	nhsadmin@nhs.gdst.net			
Headmistress	Mrs Caroline Petryszak			
Proprietor	Girls' Day School Trust			
Age range	2 to 18			
Number of pupils on roll	596			
	Nursery	43	Juniors	120
	Seniors	316	Sixth Form	117
Inspection dates	5 to 7 November 2019			

1. Background Information

About the school

- 1.1 Northampton High School is an independent day school for pupils aged from 2 to 18 years. It is registered as a single-sex school for female pupils.
- 1.2 The school is owned by the Girls' Day School Trust (GDST) which is both a registered company and a charity. The trust's council provides oversight and holds legal responsibility and appoints a local board to advise the school.
- 1.3 Since the previous inspection, the school has begun to admit two-year-olds. The acting headmistress and a new head of junior school were appointed in September 2019.
- 1.4 The school was founded in 1878 in the centre of Northampton but moved to purpose-built premises on one site in Hardingstone in 1992. The school joined the GDST in 2007.

What the school seeks to do

- 1.5 Northampton High School embraces the vision, values and principles of the GDST and seeks to foster the attributes required for success by creating a stimulating, caring, happy school where pupils realise their academic, creative, and athletic potential. The school aims to tailor everything to the needs of the individual pupil and to prepare self-confident pupils for a happy, balanced and fulfilling life.

About the pupils

- 1.6 Pupils come from a variety of ethnic and socio-economic backgrounds, many from families with a professional or business background, mainly living within a 20-mile radius of the school. Nationally standardised tests indicate that the ability of pupils is above average and that the ability of sixth-form pupils is broadly average. The school has identified 46 pupils who require support for special educational needs and/or disabilities (SEND), which include dyslexia, dyscalculia, short-term memory and processing skills. Ten of these pupils receive additional support. No pupil has an education, health and care plan. English is an additional language for 63 pupils, whose needs are supported by classroom teachers. Of these, six receive language support in order to access the curriculum fully.

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](#), [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 uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2016 to 2018, performance has been above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2016 to 2018 have been above the national average for sixth formers in maintained schools.
- 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 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 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. 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.

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. 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>
Upper Third	Year 7
Lower Fourth	Year 8
Upper Fourth	Year 9
Lower Fifth	Year 10
Upper Fifth	Year 11
6.1	Year 12
6.2	Year 13

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Academic achievements in the senior school are mostly excellent and in the junior school they are good.
 - Pupils have excellent communication skills, and collaborative working is a strength of the school.
 - Pupils achieve high levels of success in a wide range of extra-curricular activities.
 - Pupils of all ages show extremely positive attitudes to learning.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils throughout the school demonstrate a high level of self-understanding, self-confidence, self-discipline and resilience.
 - The behaviour of the pupils is generally excellent, as is their social development.
 - Pupils show a strong appreciation and respect for the diverse cultures represented within the school community.
 - Pupils throughout the school make excellent contributions to the school and wider community.

Recommendations

- 3.3 In the context of its excellent outcomes, the school may wish to:
- help all pupils to maximise their progress by ensuring that all lessons provide the opportunity for pupils' learning to be sufficiently challenged and extended.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 The following analysis makes use of national examination data from 2016 to 2018. These are the most recent years for which comparative statistics are currently available. Over this period, results at both GCSE and A-level examinations have been above the national average. Results in 2019, would suggest that better levels of attainment have been reached; 70 per cent of A-level results were at grades A* to B, compared to around 51 per cent nationally. Results at GCSE for the year 2019 have improved on previous years, and 39 per cent of grades were awarded at grades 9 to 7 (equivalent of A* or A), an increase of 5 percentage points on the previous year's results. Pupils' level of attainment as indicated by lesson observations, interviews with pupils and scrutiny of work together with standardised measures of progress show that all pupils make at least good progress over time, and in many subjects at GCSE and A level, excellent progress is made. In the junior school, pupils' progress is good and is broadly in line with age-related expectations. The use of attainment data in the senior school to track and monitor the pupils' academic performance is strong and supports pupils' progress, but this is less well-developed in the junior school. On leaving the school, most pupils reach their university destination of first choice.
- 3.6 Pupils' knowledge, skills and understanding are mostly good. Children in the Nursery and in Reception show good development of knowledge, skills and understanding across the different areas of learning. Pupils in the earlier years of the junior school demonstrate reasonable standards of knowledge, skills and understanding and this is developed to a good level by the time pupils move into the senior school. Excellent writing skills in the junior school enable pupils to fulfil the requirements and rigour of senior school work, but mathematical skills and understanding are less strong. Pupils of all ages are diligent; they do what is asked of them, but do not always take the initiative to extend their own learning. In the junior school, the teachers' enthusiasm for their subjects plays a significant factor in the pupils'

views of how they feel they develop their own knowledge, skills and understanding. Older junior school pupils show particular strengths in linguistic development, especially in writing, speaking and listening skills which are excellent, because teaching in these areas is strong and imaginative. Pupils' practical skills are generally well-developed, especially in textiles and art. In the senior school, most pupils show good understanding and knowledge. In the sixth form, pupils show excellent knowledge in their extended projects, demonstrating excellent research and study skills. Pupils take pride in their written work which is presented very well. Teachers mostly maintain excellent relationships with pupils in all sections of the school. Although teaching guides and supports pupils well, pupils do not always make maximum progress, as the tasks and activities in a few lessons do not challenge and extend pupils' learning sufficiently. A very large majority of pupils in the questionnaire agree that most lessons have interesting activities and that they use the time well.

- 3.7 Pupils demonstrate highly developed skills in communication, are at ease with each other and with their teachers, and this creates an environment in which they feel they can communicate in a relaxed and non-judgemental atmosphere. Children in the Nursery have very good levels of oral communication and are encouraged to express themselves by the excellent use of questioning from adults in EYFS. In the junior school, pupils recognise that their opportunities in drama, public speaking examinations and performing in assemblies have developed this ability and their confidence. Pupils in the senior school are aware that philosophy lessons help to develop their listening skills and inspectors concur that this is a strength of the school. Pupils in the junior school enjoy using the senior school library and this was rated highly by the pupils as a motivator for reading. Pupils throughout the school demonstrate good levels of writing, promoted in the junior school by good modelling and pupils being equipped with success criteria for the writing process. When presented with opportunities in lessons, pupils are successful, confident, clear, and articulate communicators, with noted confidence and precision of language and ideas. They demonstrate articulate spoken expression, are careful in their choice of language and are effective and accomplished in delivery.
- 3.8 The pupils' mathematical skills are good. They feel they are well-grounded in their mathematical skills and recognise when they use those skills in other subjects. Younger pupils in the junior school were able to show good mathematical awareness of the concepts of heavier and lighter during a 'seesaw' activity. In the junior school, the pupils' numeracy is good, and they applied their skills to a range of numeracy activities, with most pupils' attainment being in line with age-related expectations. Pupils in the senior school demonstrate confidence with numeracy skills in mathematics and science. Pupils in A-level mathematics show a good understanding of the construction of force diagrams and their use to solve simple mechanics problems, and pupils in biology and geography demonstrate good awareness of statistical functions and their significance.
- 3.9 The pupils' ICT skills are good. Coding skills are taught from Year 1 and pupils speak enthusiastically about these lessons. Pupils in Years 5 and 6 continue to develop their skills in ICT but do not have the opportunity to progress on to more complex coding languages so that their ICT skills are less well developed. Skills in ICT in the senior school are generally good, although excellent internet research skills were observed in A-level history to find detailed and relevant evidence about the Conservative economic policy from 1957 to 1963. Pupils also have some valuable opportunities to apply their skills in other subjects, especially in music and art, but this is not fully developed in other curriculum areas. The school has identified this as an area for development in its ambitious ICT development programme.
- 3.10 Pupils display good study skills. They are attentive and can maintain their concentration fully. They enjoy learning and are motivated to find out more. They work extremely well collaboratively and individually. Sixth formers value the library and use it a great deal for research and private study. They draw from a wide-range of resources, and sixth-form historians show a sophisticated level of summary and synthesis of information in their written work. Written work in most subjects shows good examples of thinking and reasoning. The pupils organise their work efficiently as seen in the scrutiny of pupils' work and during lesson observations. Pupils particularly feel that they are aided in the

development of research skills through the provision of dedicated guidance on this in the library, and they receive good support on effective structuring of essays in English. There were some aspects of excellence in the application of higher-level thinking skills. This was observed in the questions generated by junior school pupils in science in an introduction to the human digestive system. However, there was limited observed evidence of the development of the higher-level thinking skills of developing (and testing) hypotheses and the synthesis of differing ideas, in part because the teaching observed frequently did not demand this of pupils.

- 3.11 Pupils' academic and other successes are excellent. The school provides an extensive range of extra-curricular opportunities and the majority of pupils are keen to take part; they achieve excellent outcomes when they attend enrichment and support sessions. Groups such as café scientifique, engineering society, femsoc, film club and language leaders significantly help pupils to develop self-confidence and organisational skills. Sports teams in hockey and netball enjoy success in county and national competitions; three school netball teams won their age group county final in 2018 and hockey teams perform well in GDST competitions. The school equestrian team were national finalists in 2018 and individual pupils achieve highly in swimming, karate and cricket. Over 60 pupils completed The Duke of Edinburgh's Award scheme in 2019, including 8 at gold level, and pupils achieve excellent results in chemistry and biology Olympiads, GDST creative writing competitions and external music examinations.
- 3.12 Pupils of all ages and abilities generally display excellent attitudes to their learning. In the junior school pupils work collaboratively with ease and maturity, and show strong independence and initiative when opportunities are presented in lessons. Pupils' positive attitudes towards their learning are encouraged through some innovative teaching and large and well-resourced classrooms which lend themselves to group work. Their excellent behaviour contributes to lessons in which they are, for the most part, quiet, attentive and focused on the tasks set by teachers. In a minority of lessons, when the task demanded insufficient challenge, pupils in both the junior and senior school found it difficult to pay attention. All pupils, including those with SEND, answer questions readily, even when they are unsure about the correct response. Pupils often demonstrate independence and self-motivation, seeking advice from their peers or the teacher regarding the material they find challenging.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils throughout the school demonstrate a high level of self-understanding, self-confidence, self-discipline and resilience. In the Nursery, children show a keen self-awareness of their feelings and needs, illustrated during their self-registration in which they indicate how they feel. Children place their photos on the 'sleepy' picture and subsequently are given the opportunity to have a nap until they feel ready to engage with activities. Junior school pupils are aware of the impact that parents and teachers have on helping them to improve their learning and show an excellent understanding of how to learn. Specialist programmes help to build pupils' confidence, and support them in preparing for the next stage of their lives. Pupils benefit from being encouraged to take risks and learn from their mistakes in the safe school environment. Pupils persevere when challenged, know who to turn to when they have a problem, and are well supported by their teachers, an effective personal, social and health education (PSHE) programme and excellent pastoral support.
- 3.15 Pupils show a strong understanding of the importance of making good decisions and are generally confident in their ability to do so. Attendance at clubs and extra-curricular activities is voluntary, and pupils appreciate the personal freedom this gives them to choose and they understand well the benefits of being involved. Most pupils develop good decision-making skills which are apparent in a range of activities and areas across the school. In their responses to the pupil questionnaire, most of them agree that the school encourages them to learn and think for themselves. Pupils decide what to do with their own time at break time and make choices about which clubs to attend. Younger pupils

welcomed the opportunity to choose their own food at lunchtime and to serve themselves. When given the opportunity in lessons, pupils make good decisions; they can justify their choices and understand the importance of individual autonomy and responsibility.

- 3.16 Pupils appreciate the non-material aspects of life, as reflected principally in their behaviour and kindness towards each other and to staff and in their contributions to art and music. There is an infectious sense of awe in Reception as the children engage in a wide variety of activities which stimulate their senses and the simple joy of seeing, touching and interacting with each other in their role play. The use of the woodland learning environment helps pupils to gain a deeper appreciation of the non-material aspects of life as they immerse themselves in the wonder of nature. Pupils in Year 2 spoke with wonder about their fairy doors learning in the secret garden. Excellent artwork across all ages demonstrates strong sensitivity, reflecting the pupils' awareness of the non-material. Pupils in the senior school and in the sixth form are able to reflect on ultimate questions that can affect their understanding of their own and others' spirituality.
- 3.17 The behaviour of the pupils is mostly excellent. Almost all pupils acknowledge that the school expects them to behave well, and they live up to this expectation; most parents agree that the school actively promotes good behaviour. Pupils show a clear understanding of right and wrong and trust their teachers to both promote high standards of conduct and deal effectively with any poor behaviour. A large majority of pupils are confident that the school would deal appropriately with any incidence of bullying, but many feel that such an occurrence would be rare. From the junior school onwards, pupils describe a focus on the importance of 'old-fashioned good manners', and this was observed frequently by inspectors who were met by smiling pupils who held open doors, made eye contact and engaged in conversation. Pupils develop the skills they need to resolve their problems through talking to each other, with part of the PSHE programme specifically focusing on this. Pupils feel a shared responsibility to adhere to a moral code, and they show excellent ability to do this. The ethos of the school is evidenced in the pupils' interactions, and there is an excellent awareness from all pupils as to their moral obligations to each other, themselves and the school to be the best they can be each day. In lessons, pupils demonstrate a strong sense of understanding and sensitivity to moral issues, as demonstrated in English when discussing Piggy's death in *Lord of the Flies* and through a robust exploration of moral issues in theology and philosophy.
- 3.18 The social development of the pupils is excellent. Pupils successfully work collaboratively in lessons because teachers provide a variety of well-structured tasks. Pupils show that they are highly capable of working in groups and teams, and show exceptional social awareness as they take great care to consider others as they work together. These high levels of cooperation were seen beyond the classroom, for example during a house assembly when pupils worked together to develop a house play, and in the many positive social interactions between pupils observed during the inspection. In the junior school, activities such as the recent Diwali celebrations help focus on building friendships and enhance pupils' social development. Pupils are given frequent opportunities to speak in front of an audience of their peers which enable them to develop high levels of self-confidence. Pupils are confident and comfortable in working together, for example when producing the pupil magazine *Backchat* and in their interactions with visitors.
- 3.19 Pupils display a highly developed understanding of the importance of contributing fully to both the school and to the wider community. Pupils demonstrate their excellent leadership skills in the upper part of the junior school when they organise activities to make meaningful contributions to charities. Younger pupils in the senior school recognise that the school provides opportunities for responsibility and relish the opportunity to help and support younger pupils. Initiatives such as young philanthropy serve to strengthen a sense of collegiality. Senior pupils regularly help to coach junior teams and assist with clubs and fixtures, and this helps to develop and find expression for their awareness of social responsibilities. Pupils' excellent personal development to fulfil their responsibilities and contribute positively to the lives of others is promoted by strong school leadership and management which create opportunities for pupils to start their own clubs and allow sixth-form pupils to volunteer in an old

people's home. Pupils contribute generously to fund-raising for school and house charities. Through these activities, pupils develop an excellent understanding of their wider responsibilities and are active in supporting those less fortunate than themselves. As a result, some pupils have gone on to careers in sustainability and human rights law, demonstrating their ongoing contribution to wider society. Pupils benefit from the opportunity to be elected to the school council or to captain sports teams, developing significant leadership skills as a result.

- 3.20 Pupils develop a strong and deep appreciation of and respect for their own and other cultures and traditions. The school has a diverse intake of pupils, and they benefit from this, learning from each other about diversity within society. Pupils described the school as feeling like 'a big family' in which issues and differences between pupils are addressed and resolved through open discussions, often with little need to involve teachers. Overall, pupils show extremely high levels of respect for each other, being sensitive to different cultural traditions. This was shown through a pupil-led assembly during black history month, jointly delivered by pupils from Years 8 to 12, and through participation in pupil-led societies which enable pupils to develop an increased awareness of gender-related and LGBT+ issues. Pupils are tolerant and sensitive to each other. This is enhanced by a thoughtful and well-planned formal curriculum, which promotes a safe and secure learning environment in which British values can be taught and pupils can agree to disagree. Pupil questionnaire responses confirm that an overwhelming majority believe that the school encourages them to respect and tolerate each other; this is clearly a strength of the school.
- 3.21 Pupils of all ages in lessons and other activities, as well as in discussion with inspectors, showed their excellent understanding of how to keep themselves safe and be physically and mentally healthy. They are supported by the local governing body and the GDST, which takes seriously its safeguarding responsibilities. An overwhelming majority of pupils in the questionnaire acknowledged that they feel safe and parents agree. Pupils show a very strong awareness of how to stay safe on line and show that they appreciate the benefits of exercise and participating in the wide range of sporting activities provided by the school. They welcome compulsory games and physical education as a way of promoting exercise and confirm that they are secure in their mental health, benefiting from strong pastoral support and the provision of school counselling and medical services.

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 and a representative from the Girls' Day School Trust, 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

Mr Michael Goodwin	Reporting inspector
Mrs Shirley Drummond	Compliance team inspector (Head, IAPS school)
Dr Richard Brookes	Team inspector (Deputy head, HMC school)
Mr Nigel Helliwell	Team inspector (Head, IAPS school)
Mr Jason Lewis	Team inspector (Assistant head, HMC school)
Mrs Isabel Tobias	Team inspector (Head, GSA school)