



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Churcher's College

November 2022

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School's Details

School	Churcher's College			
DfE number	850/6040			
Registered charity number	1173833			
Address	Churcher's College Ramshill Petersfield Hampshire GU31 4AS			
Telephone number	01730 263033			
Email address	enquiries@chucherscollege.com			
Headteacher	Mr Simon Williams			
Chair of governors	Mr Michael Gallagher			
Age range	3 to 18			
Number of pupils on roll	1284			
	EYFS	42	Juniors	209
	Seniors	721	Sixth Form	312
Inspection dates	8 to 10 November 2022			

1. Background Information

About the school

- 1.1 Churcher's College was founded in 1722 as a non-denominational institution by Richard Churcher to educate male pupils in order to be apprenticed to masters in the East India Company. Originally in the town, the school moved to its current site in the outskirts of Petersfield, Hampshire, in 1877. The junior school moved from a site in Petersfield to Liphook, some eight miles away, in 2003. The school became fully co-educational in 1988. The school is a charitable company limited by guarantee. There is a single governing body which oversees both junior and senior schools. They are the trustees of the charity.

What the school seeks to do

- 1.2 The school aims to develop pupils' full academic, creative and sporting talents, within the context of social awareness. It stresses the importance of pupils developing self-esteem, moral values and leadership. It emphasises its aim to develop confidence, responsibility, respect and selflessness; attributes that will serve the pupils well beyond school, together with the pupils' responsibility to play an active and positive role in the community and society as a whole.

About the pupils

- 1.3 Most pupils come from within a radius of 20 miles from the school. The majority of them come from professional parental backgrounds. Standardised testing on entry shows that pupils' ability is above average compared to those taking the same tests nationally.
- 1.4 The school has identified 74 pupils as having special educational needs and/or disabilities (SEND), primarily dyslexia and linked needs, 21 of whom receive additional specialist help. One pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for two pupils, neither of whom require additional support with their English. The school keeps a termly register of pupils showing a particular aptitude in a subject and these pupils are provided with an extended 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 (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 2022 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>
Year S1	Year 7
Year S2	Year 8
Year S3	Year 9
Year S4	Year 10
Year S5	Year 11
Year L6	Year 12
Year U6	Year 13

Key findings.

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

- Pupils achieve a high standard of results in public examinations which reflects strong progress sustained over the years and the impact of committed teaching.
- Pupils display high levels of knowledge, skills and understanding in all subjects.
- Pupils are highly articulate communicators inside and outside of the classroom; they demonstrate excellent listening skills.
- Pupils have highly positive attitudes towards their work, reflecting a culture where learning is central to their thinking.
- Pupils gain considerable success in the school's wide range of extra-curricular activities in which they engage wholeheartedly.

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

- Pupils display strong levels of self-confidence and resilience, taking responsibility for their own progress.
- Pupils work together extremely successfully both in the classroom and in their activities beyond.
- Pupils have a strong sense of right and wrong and show an excellent ability to regulate their behaviour.

- Pupils are highly supportive of each other in school and have a strong awareness of their responsibilities towards the wider community.
- Pupils have an excellent understanding of the importance of leading a healthy life, promoted by the school's emphasis on wellbeing.

Recommendation

3.3 The school is advised to make the following improvements.

- Ensure that there is more consistent integration of pupils' use of information and communication technology (ICT) in the senior school to enhance their learning further and prepare them fully for the future.

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 a high standard of results in public examinations. During the years 2017–2019, on average over a half of results at A level were awarded A* or A grades and two-thirds of results in GCSE were at grades 7 to 9, exceeding predicted expectations. Pupils with SEND also achieved above expectations and in line with the main cohort. Centre-assessed grades in 2020 and teacher-assessed grades in 2021 show results consistent with this attainment. Results in 2022 indicate that pupils have achieved even stronger results, with a greater proportion of grades achieved at A* and A at A level and 9–7 in GCSE. Almost all of Year 13 leavers go on to university to study on a variety of courses. A large majority proceed to their first-choice destinations which include institutions with demanding entry requirements. Data from tests in the junior school, including the EYFS, also indicate that the vast majority of pupils are working at a level significantly above the average for pupils taking the same assessments. These strong outcomes are reflected throughout the whole school in lessons and pupils' written work. These demonstrate a high level of achievement. These levels of attainment show that pupils make strong progress in relation to their starting points. Pupils are supported in their achievement by teachers' strong commitment and the excellent use of data to track pupils' progress through the school.

3.6 Pupils display a strong knowledge of their subjects across all year groups and the range of subjects studied. They are confident in the way they recall prior learning and apply it to new situations. Pupils show considerable skills in their classroom work and in practical and creative subjects. The pupils' linguistic skills are excellent, exemplified by the ability of pupils in a Year 12 history lesson to debate issues amongst themselves. They formulated coherent and logical arguments and rebuffed any that were not. In mathematics, throughout their lessons, pupils work diligently and methodically to produce efficient, worked solutions. Pupils' practical skills in science are well developed; they approach practical work with the same diligence as their theoretical studies. Pupils of all ages and abilities in the junior school have outstanding knowledge and skills across all areas of the curriculum. This is enabled by access to some specialist facilities and equipment and teachers' high levels of knowledge. Pupils have strong creative skills; these enable them to use a variety of media and materials to great effect. The clear and effective teaching gives pupils the confidence to push themselves further. In the questionnaires, parents commented positively on the strong academic character of the school but also saying that it achieves this alongside developing broader qualities. Pupils also comment that the lessons engage them fully because the teaching is so knowledgeable.

3.7 Pupils are highly articulate communicators both inside and outside of the classroom. They listen carefully to each other and then produce coherent and thoughtful written work afterwards. Younger pupils applied their excellent phonic awareness to support independent writing to create descriptive firework acrostics. These showed a use of adjectives and similes well above age expectations. Older pupils in the junior school confidently modelled their writing on the work of Carol Ann Duffy. They

identified how the poet used words and phrases to good effect, then wrote their own passages accurately, to create a tense atmosphere when replacing a section of the class reading book. Pupils will regularly offer ideas based on something somebody has said that are both relevant and take a conversation forward. The pupils' oracy and vocabulary are specific strengths. Senior pupils use specialist vocabulary in different subjects very successfully and are able to describe technical concepts effectively. Pupils are quick to initiate and engage in conversations outside the classroom confidently. Year 13 pupils in art spoke with clarity and candour about the development of their high-quality artwork. In modern foreign languages (MFL), pupils communicate positively and with a good degree of accuracy in the target language at all levels and enjoy doing so. Pupils' written work demonstrates an ability to communicate effectively with extended writing and all is well presented with a clear sense of pride.

- 3.8 Pupils are focused during lessons. They are equally successful as independent or collaborative learners and are very comfortable and confident working either way. They are constantly involved in developing their own ideas and take responsibility for ensuring their own progress. Pupils persevere when goals are not achieved quickly or easily. They fully understand their role in leading their own learning and more than happy to take on that level of responsibility. This is encouraged by strong classroom management, which provides an excellent environment for learning. Pupils in the junior school develop these positive attitudes because of the very many opportunities they are given to work collaboratively from a young age. In the EYFS, children share ideas and work in pairs successfully in their free flow activities or in other lessons. Year 7 pupils worked together with much success to devise their responses in a physical theatre task. In a physical education lesson, sixth formers given directed tasks to complete when working in small groups were then able to continue these skills in their training and improve their performance. This attribute of taking responsibility for their own learning is a notable strength of pupils' approach to learning.
- 3.9 Pupils take great pleasure in and gain valuable skills from their participation in the wide-ranging extra-curricular programme provided by the school. Pupils gain success at regional and national level, in a range of sports both as individuals and in teams. The Under 15s hockey team were national champions and there are individuals in national squads for hockey, football, swimming and other sports. Pupils also participate successfully in the challenging and innovative adventure activities on offer at the school. These include The Duke of Edinburgh's Award Scheme where four-fifths of participants complete the scheme. In the last year, 32 pupils achieved the gold award. Pupils achieve success in ABRSM and LAMDA exams, including at the highest levels. Pupils are regularly awarded gold, silver and bronze medals in academic Olympiads and challenges in subjects such as mathematics and sciences. They are successful in other academic competitions too, such as computer programming and coding challenges; public speaking competitions; debating; and the Model United Nations. Pupils gain success in national essay competitions and have had articles published by national magazines. Pupils in the junior school also gain great success in their extra-curricular activities. They have won regional poetry competitions and gained awards in the UK Primary Maths Challenge, including at gold level. Their sports teams have competed successfully in both local and national competitions, reaching the Independent Schools Football Association national finals.
- 3.10 Pupils show a good ability to examine information from different sources and then develop their own ideas, in order to produce an answer to a set task. In the sixth form, pupils explore ideas at a high level, such as in a politics lesson on pressure groups where pupils evaluated how the success of a pressure-group can be judged and their relationship with political parties, making interesting comparisons with the position in American politics. Younger pupils used their prior knowledge that humans eat to gain energy to hypothesise about the process of digestion. Older pupils analyse text confidently to explain how the author uses vocabulary to create mood. Pupils working on the extended project qualification (EPQ), produced an analysis of different treatments for schizophrenia with a focus on deciding whether cognitive behaviour therapy was the most effective. Pupils in science lessons hypothesise thoughtfully before their investigations. They successfully drew conclusions to explain

how periscopes work, based on their understanding of angles of reflection. Pupils provide a sensible critique of each other's work and then learn from this.

- 3.11 Pupils are competent in the use of number and can use these skills confidently in areas of the curriculum beyond mathematics lessons. Children in the EYFS showed an excellent understanding of the properties of shape. They knew and stated independently that an octagon has eight sides. Older pupils manipulate large numbers with confidence to solve word problems mentally. They have an excellent understanding of a variety of different methods for calculation. Pupils applied their skills effectively when accurately measuring lengths of wood for a design technology project and when displaying information in tables and graphs for science. They convert between different unit systems with consistency. Year 9 pupils confidently went through percentage changes and compound interest using indices. Sixth-form pupils used numeracy skills in art very effectively to make wooden boxes to cast concrete shapes, reflecting their desire to study architecture in the future.
- 3.12 Pupils display strong levels of skill in their use of ICT and frequently move seamlessly around different online platforms. Their use of these skills, which pupils will need in the ever-changing, technological world, in lessons is more limited. When encouraged to do so in lessons, pupils use ICT proficiently and to the benefit of their learning, but opportunities are still limited in the senior school. Younger pupils showed excellent fine motor skills when manipulating shapes on a screen or using click and drag on a computer. They have an excellent understanding of early coding skills, using conditional instructions and coding simple computer games. Pupils in a Year 9 music lesson made confident use of the software to help in their compositions. In an EPQ project, computer-aided design was used highly effectively to create the design for a small modern apartment, which was then produced as an accurate model.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils show excellent levels of self-knowledge and self-confidence. They understand how to improve their own learning. The pupils develop an excellent understanding of what they must do to improve and voluntarily ask staff for feedback on their work. This is because of the many opportunities they are given to be active participants in class and the excellent supportive relationships which develop with their teachers and peers. These allow the pupils to be confident in making observations. Pupils are resilient in continuing to try because they know their ideas will be valued and they can make mistakes without fear. Children in the EYFS speak confidently to their whole class about things which interest them. Older pupils in the junior school gradually become excellent communicators by giving presentations to small groups and then to the whole school, stimulated by the school's programme for public speaking. In interviews, pupils talked positively about becoming more resilient after their experience of visiting an outdoor pursuits centre. In the senior school, pupils are self-confident without straying into arrogance. Senior pupils explained that they had become stronger characters because the school took them out of their natural comfort-zone and challenged them to take on new activities.
- 3.15 Pupils have excellent social skills, developed from an early age. This is because of a focus on shared and group activities in lessons. Nursery pupils thoroughly enjoyed re-enacting the story of *The Giant Turnip* as a group. Older pupils collaborated in pairs successfully to identify how to improve and write text with descriptive language. Pupils work co-operatively in small groups to complete challenges or when planning activities for charity fund raising events. In the senior school, pupils are very effective in their teamwork across a wide range of activities which require this. In preparing for the school's production of *Grease*, pupils collaborated in a positive manner and supported each other with consummate respect. When working in groups, pupils are fully engaged and sharing out tasks comes naturally for them. Pupils do not exhibit unnecessary rivalry in such situations. There is no suggestion of them wanting to be anything other than themselves, when working together.

- 3.16 There is a strong moral awareness evident in pupils' personal development. Pupils of all ages demonstrate excellent behaviour inside and outside of the classroom. Children in the EYFS have a highly effective understanding of right and wrong. They settle small disagreements about using equipment quickly, using class timers, which they set themselves, stating 'when the timer runs out it will be my turn'. Older pupils in the junior school know to walk away from potential conflicts, recognising the triggers which might make them lose their self-control. This reflects their experiences in the personal, social and health education (PSHE) programme and the clear boundaries set in the school behaviour policy. Pupils show genuine respect for each other and for their teachers. Pupils develop strong ethical views. In a sixth form business studies club, pupils condemned strongly the wastage of products by businesses desiring to save time and money. Pupils in a Year 12 biology lesson were strident and passionate, while also analytical, during an excellent discussion of the ethics of dissecting animals.
- 3.17 Pupils make excellent contributions to the lives of all in their community. In the junior school, all those in Year 6 have roles of responsibility and are keen to make an impact in their role. Peer mentors are trained to support playtime activities and encourage the development of good social skills in younger pupils. Pupils across the school organise competitions and events to raise money for their chosen charities. They respond well to the school's emphasis on the values of responsibility and respect and systems which reward acts of kindness. In the senior school, pupils are very aware of the importance of supporting each other in school. They take on a range of responsibilities and give freely of their time. Pupils in Year 12 go into science lessons with the younger pupils, to help with their learning. Pupils in Year 9 support the adventurous activities programme in Year 8. Pupils are also aware of their responsibilities beyond the school gates. They enthuse about their involvement in World Challenge projects, such as building houses in Africa and decorating schools in Jordan and Romania. More locally, a group of pupils have built a pathway in a nearby heath and are now looking at creating a local nature reserve.
- 3.18 Pupils demonstrate excellent decision-making skills from a young age. The youngest children chose their afternoon activities and then made sensible decisions when using shaving foam, which they had selected as a material for exploring the properties of shapes. Older pupils in the junior school talked about how the decisions they made about work, even at their age, could affect the jobs they went into later in life and how important it was that they should enjoy their future career. Pupils in the senior school are clearly comfortable and confident in making decisions in their work and daily lives. They view making decisions as part of normal working. Pupils are fully aware of how to make decisions about their futures in response to the school's advice and guidance. Year 8 pupils were able to discuss their GCSE choices with clarity and understood the impact of these choices on their future options. Pupils in the sixth form stated clearly that they made their own decisions on universities and careers but fully appreciated the school's support.
- 3.19 Pupils across the school, have a clear understanding of diversity in wider British society. They view this as something to be celebrated and valued. They respect the different cultures represented in their community. Pupils in the junior school develop a good understanding of different cultures as part of the PSHE curriculum and through using effective library materials. Year 4 pupils shared ideas fruitfully when reflecting on the importance of not stereotyping groups or individuals. The whole school showed appreciation of the cultural attributes of music for Divali celebrations. Year 8 pupils demonstrated a keen interest in slavery, its origins and its relationship to the industrial revolution in Britain. They discussed thoughtfully the effect slavery had on the different cultures involved. In the senior school, pupils are very sensitive to the needs of all cultures represented in their community. The open and inclusive culture of the school promoted by pupils and staff creates an unthreatening atmosphere.
- 3.20 Pupils in the junior school demonstrate excellent spiritual understanding when considering the impact faith has on the lives of believers from different cultures. They used the story of Jonah to reflect on making decisions in work about moral dilemmas. Older pupils demonstrated strong philosophical reflection in considering what it means to be a 'child in need' or wondering what life would be like if

World War Two had ended differently. The youngest children appreciated the wonder of the smells and sights of the school's sensory garden, being fascinated by the pattern of raindrops on a spider's web. In the senior school, pupils show a considerable level of awareness of environmental issues. Pupils also show a strong understanding of issues beyond the practical aspects of day-to-day life. Year 10 pupils showed considerable perception and feeling in discussing the concept of humanity and what might define it when analysing Robert Frost's poem 'Out, Out'. Pupils in a sixth form French lesson discussed anti-semitism in occupied France thoughtfully. A string quartet preparing for the school's Remembrance service understood how the music of Elgar's *Nimrod* could express a powerful sense of the solemnity of the occasion.

- 3.21 Pupils of all ages have an excellent understanding of the importance of leading healthy lives. They know how to be safe online. They take full advantage of the many opportunities for physical activity provided by the school. Pupils have a clear understanding of how their diet can affect their lives and they also understand the importance of their emotional health. They respond positively to and appreciate the school's support in this area through the extensive wellbeing programme and the provision of counsellors. Parents in the questionnaires affirm that the school has created a caring environment. Pupils in the junior school are very physically active because of the many opportunities provided by senior leaders and governors not just to play sport but also to learn and play in outdoor classrooms, gardens and activity spaces. Year 4 pupils showed their clear understanding of how to keep themselves safe when cutting wood in design technology lessons. Older pupils explained knowledgeably the safety precautions taken when using the school low-ropes course as part of their games and team-building lessons. In discussions, senior pupils were confident that they are leading healthy lives and could describe what this means to them. This understanding reflects the successful fulfilment of one of the school's core aims, to enable pupils to develop those personal attributes that prepare pupils for the world beyond school.

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 house and 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

Mr Gareth Price	Reporting inspector
Mrs Vivien Sergeant	Accompanying inspector
Mr Jeremy Hart	Compliance team inspector (Director of sixth form, GSA school)
Mr Ralph Dalton	Team inspector (Head, ISA school)
Mr Neil Hampton	Team inspector (Deputy head, HMC school)
Mr Matthew Mostyn	Team inspector (Head, HMC school)
Mr Anthony Nelson	Team inspector (Director of studies, SofH school)
Mr Peter Sharp	Team inspector (Deputy head, HMC school)
Mr John Southworth	Team inspector (Principal, ISA school)