



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

St Albans School

November 2022

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School's Details

School	St Albans School		
DfE number	919/6220		
Registered charity number	1092932		
Address	Abbey Gateway St Albans Hertfordshire AL3 4HB		
Telephone number	01727 855521		
Email address	hm@st-albans.herts.sch.uk		
Headmaster	Mr Jonathan Gillespie		
Chair of governors	Mr Neil Osborn		
Age range	11 to 18		
Number of pupils on roll	903		
	Seniors	574	Sixth Form 329
Inspection dates	1 to 3 November 2022		

1. Background Information

About the school

- 1.1 St Albans School is an independent day school in the centre of St Albans. Founded in 948 A.D., the school has a long association with the Abbey and has occupied its present site since around 1870. The school is registered for male pupils in Years 7 to 11, and for both male and female pupils in the sixth form. The school is a registered charity and is a company limited by guarantee. The directors of the company are all trustees of the charity. In addition, members of an advisory council bring particular expertise to governors' committees. Since the previous inspection, the school has opened a new building for mathematics and new teaching facilities for science, computer science and music.

What the school seeks to do

- 1.2 The school aims to develop a range of values which include integrity, empathy, humility, courtesy and generosity. It seeks to help pupils develop learning skills of problem solving, communication, collaboration, creativity, independence, resilience and reflection. The school aspires to help each pupil to flourish intellectually and personally and to develop self-knowledge and self-confidence in order that pupils find meaning and purpose in life.

About the pupils

- 1.3 Pupils come mostly from a range of professional and business backgrounds. The school population reflects the ethnic diversity of its local communities. Most live within a 15-mile radius of the school. Data provided by the school indicate that the ability of pupils is well above average compared to those taking the same tests nationally. The school has identified 134 pupils as having special educational needs and/or disabilities including dyslexia, and weaknesses in memory or processing. All are given additional support by the school. There are 109 pupils for whom English is an additional language. The school seeks to enrich the curriculum and provide challenge for all pupils given their ability levels.

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. 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.

Additionally, this visit serves as a material change visit to assess the school's proposal to increase its maximum pupil numbers from 930 to 975.

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](#).

Key findings

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

PART 1 – Quality of education provided

- 2.2 The school's GCSE and A-level results in the years 2020 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 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.
- 2.4 Pupils receive relationships and sex education, 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.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical 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.

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

PART 6 – Provision of information

2.14 A range of information is 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.

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

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

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

3. Recommendation with regard to material change request

Summary of findings

- 3.1 The school has requested to increase its maximum registered number of pupils from 930 to 975.
- 3.2 Inspectors viewed the floor plans showing changes that had already been made to the current accommodation, including the building of a specialist mathematics building with ten additional classrooms. The relocation of the former mathematics rooms has enabled the school to improve and extend spaces for other subjects. Toilet and washing facilities are sufficient for the proposed additional numbers.
- 3.3 All of the ISSRs are met at the time of this inspection, and remain likely to be met following the proposed increase.

Recommendation

- 3.4 It is recommended that this application for an increase in the maximum registered number of pupils to 975 should be approved.

4. 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>
First form	Year 7
Second form	Year 8
Third form	Year 9
Fourth form	Year 10
Fifth form	Year 11
Lower sixth	Year 12
Upper sixth	Year 13

Key findings

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

- Pupils achieve excellent A-level and GCSE results and make strong progress.
- Pupils achieve at a high level in co-curricular activities such as sport, music and drama.
- Pupils' competence in communication (speaking, listening, reading and writing) and its application to other areas of learning is a strength of the school.
- Pupils exhibit excellent attitudes to their learning.

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

- The behaviour of the pupils is excellent; they are courteous, articulate, and confident.
- Pupils are mature, highly reflective and thoughtful.
- Pupils show respect and celebrate diversity. They show humility in their interactions with others, and a willing acceptance of each other's differences
- Pupils develop a mature self-confidence which strengthens strong relationships between pupils and teachers and helps to create a cohesive culture and sense of community.

Recommendations

4.3 The school is advised to make the following improvements.

- Continue to enable pupils to further develop their understanding, use and evaluation of their learning skills.
- Enable younger pupils to extend their charitable efforts in giving of their time and service as well as their funds.

The quality of the pupils' academic and other achievements

- 4.4 The quality of the pupils' academic and other achievements is excellent.
- 4.5 Pupils' attainment at A-level has been strong in relation to national averages. Almost half the awarded grades were at A*, and over 90% of grades were awarded at A*, A or B in 2022. Pupils' attainment in GCSE examinations reflect a similarly strong picture. The very large majority of GCSE results were at one of the top two grades; and a third of the year group achieved those grades in all of their subjects. Centre-assessed grades in 2020 and teacher-assessed grades in 2021 for both A-level and GCSE mirror these results. These high levels of attainment are supported by teaching which sets clear learning objectives and uses a range of well-produced and varied resources delivered with pace. An overwhelming majority of parents agree that teaching enables their child to make progress. Almost all pupils go on to higher education, with most securing places at their first-choice university. Data provided by the school indicate that pupils of all abilities make good progress from entry to A-level. Even from their strong starting points, pupils' GCSE and A-level results are higher than expected for their ability. Pupils with SEND make similar progress to their peers, and this is supported by discussion with pupils who speak positively about the support they receive. In the pre-inspection questionnaire, the very large majority of parents said that their particular individual educational needs were met effectively.
- 4.6 The development of pupils' knowledge, understanding and skills across all areas of learning is excellent. Pupils regularly display an ability to work at levels higher than would be expected for pupils of similar ages. In a Year 7 English lesson, pupils burst with questions and energy to learn eagerly about the language and syntax of Chaucer, before applying this new knowledge in their creative writing task. In Year 13 politics covering the attitudes of democratic socialists, pupils showed excellent subject knowledge around the political landscape of liberalism. They showed a sophisticated ability to find links between the ideas of democratic socialism, liberalism and capitalism and happily discussed ideas with a maturity and focus more akin to university than school. Pupils' knowledge and understanding in many subjects is supported and developed by skilful questioning from teachers and consistently high expectations. In the scrutiny of pupils' work, inspectors found that detailed guidance from teachers furthered pupil understanding. In response to the questionnaire, a very large majority of pupils replied that their skills and knowledge improved in most lessons. Inspectors noted that pupils were extremely adept and determined at asking pertinent questions to help consolidate their knowledge and understanding. Pupils are ambitious for success and their half termly summative assessments in all subjects help them to practise mastery of the skills they have learned and to identify any gaps in knowledge and understanding that need to be filled.
- 4.7 Pupils' communication skills are advanced for their age. They actively look for opportunities in lessons to argue or discuss and in so doing develop their knowledge and understanding. Pupils are highly articulate when providing explanations and demonstrate an excellent ability to listen attentively; their oral and written communication skills are highly developed. In discussions, pupils made considered comments in response to inspectors' questions. This was also seen in lessons. For example, in a Year 10 English lesson to discuss the key themes of *An Inspector Calls*, pupils were able to hold animated small group conversations about how Priestley deals with the idea of capitalism. Pupils were highly articulate, confident in expressing their views, listened well to each other and drew extensively on their prior knowledge. These strong communication skills are promoted by *learning to learn* lessons in which all pupils are taught how to debate and by a whole school emphasis on developing communication as one of its seven newly introduced learning skills. A new reporting system, which

records progress against these seven learning skills, helps pupils to know and understand how to improve their communication and other study skills. In Year 9 history, pupils successfully developed their understanding of how Hitler's foreign policy strengthened his position. Pupils' verbal explanations were detailed and their questions seeking clarification were perceptive. These highly developed skills in communication were also seen in science and mathematics lessons. For example, in mathematics, Year 8 pupils used complex mathematical language, their excellent verbalisation helping strengthen their understanding of factorisation.

- 4.8 Pupils demonstrate excellent numeracy skills across all subject areas and they transfer these skills successfully between subjects. In a Year 10 physics lesson on terminal velocity, for example, the pupils adeptly manipulated data when investigating the dependence of terminal velocity on the mass of a cup-cake. Pupils were able to successfully plot a graph of their data and evaluated their results to explain the non-linear relationship. The teacher's excellent questioning skills and ability to probe the pupils further enabled the pupils to excel. In a Year 13 mathematics lesson, pupils worked independently and effectively on a range of problem-solving activities, such as working on trigonometric substitutions, indefinite integrals and partial fractions. They showed an excellent understanding of mathematical concepts and terms and were able to share their findings with confidence in a purposeful manner. In a Year 11 biology lesson, pupils used well-developed mathematical skills to work out trophic levels within ecosystems and compared different biomes by analysing the data sets created. Many pupils achieve at a high level in national mathematics challenges and in physics and chemistry Olympiads.
- 4.9 Pupils in all year groups demonstrate strong information, communication and technology (ICT) skills in their ease of using information technology to take notes across all subjects; they move between books, tablets and other devices to organise their studies and exhibit a determined independence. Pupils in subjects as diverse as art, computer science, modern languages and physics were able to use ICT to problem solve, record and organise information, and submit work to be marked. Almost all pupils taking computer science GCSE achieve the highest grade. In a Year 9 Spanish lesson, pupils successfully used an online platform to match jobs to job descriptions. They went to this reference point without being reminded, evidencing strong independent skills in using IT resources effectively. Pupils recognise that their ICT skills are developed through the *learning to learn* programme and the leadership's decision to introduce since the previous inspection a "bring your own device" scheme. Pupils and parents commented that the school managed remote learning during the Covid imposed lockdowns in an empathetic and stimulating way, and that pupils benefited as result of this.
- 4.10 Pupils show excellent study skills developed through the many opportunities provided. They are taught study skills from Year 7; and develop these further through excellent extended research projects in Year 9, followed by higher project qualification and extended project qualifications in the middle school and sixth form. Evidence from the lessons and work seen showed that pupils have embraced these opportunities and can apply their study skills effectively. In the questionnaires most parents agreed that the school equips their child with the team-working, collaborative and research skills they need in later life. Pupils know how to seek support from their peers, online resources or from their teachers. Pupils are encouraged to express their opinions and discuss, question and debate with confidence. Pupils develop excellent research and higher order learning skills because of the support of an excellent school library, an active debating society and opportunities in personal, social, health and economic education (PSHEE) lessons to reflect on learning styles and effective revision techniques. In Year 11 chemistry pupils worked extremely effectively in teams to compete in a quiz prior to their mock examinations. The added element of using a joker card for 1 of the 4 topics so that pupils could double their points engaged the class, increased the element of competition, and focused the pupils further.
- 4.11 Pupils' academic and other achievements are excellent, in confirmation of the school's aspiration to help each pupil to flourish intellectually and personally. Pupils attain at a high level in an extensive range of co-curricular activities, benefiting from the school's strong promotion of co-curricular

opportunities in areas such as sport, art, music and drama. Inspectors noted in particular that pupils achieve excellent results in music and drama examinations, The Duke of Edinburgh's Award scheme, and in many competitions. Pupils enjoy considerable success in sports teams at a local level, and individual pupils have participated at county, regional and national level in myriad sports. A very large majority of parents agree that the school provides a suitable range of extra-curricular activities.

- 4.12 Pupils' strong attitudes towards their learning are a key factor in assuring their high levels of achievement. These extremely positive attitudes are central to the aims and values of the school, which are well understood and practised by pupils, and which the school succeeds in meeting. They are strengthened by the value the school places on high achievement and by the pupils' own desire to attain highly. For example, in a Year 7 French lesson, pupils had the task of surveying their class to elicit how many siblings their friends had; they did this with a great sense of purpose, and determination to gain experience of using their new found language skills. Year 8 pupils, during a lunchtime discussion were keen to share their passion for learning and clearly understood that being "bright by itself" was not enough. Older pupils in particular understand the importance of the learning skills of problem solving, communication, collaboration, creativity, independence, resilience and reflection which the school is successfully seeking to develop.

The quality of the pupils' personal development

- 4.13 The quality of the pupils' personal development is excellent.
- 4.14 Pupils have a highly developed sense of self-understanding. In this way the school successfully achieves its aim to develop pupils' self-knowledge and self-confidence. Pupils understand themselves and clearly express both the importance of continued learning and their pride in the school. This is because the school's culture of strong pastoral care, through which pupils' progress and well-being are carefully monitored, means that pupils are well-known by their teachers and are given time to develop and express themselves. Pupils are extremely self-confident and independent. The school thus fully meets its aim to help each pupil develop self-knowledge and self-confidence. In a Year 9 PSHE lesson, the very high level of reflection during a discussion on growth mindset was detailed and thoughtful and showed a level of reflection above and beyond that shown by many pupils of their age. Pupils willingly and confidently shared their thoughts in front of their peers. Responses to the pupil questionnaire showed that a very small minority of pupils does not agree that the school always listens to them, although inspectors observed many positive interactions between pupils and teachers who readily made themselves available, and a new anonymous online mechanism to report concerns is beginning to open up additional channels of communication. A small minority of pupils in the questionnaire did not agree that they received helpful advice about careers or subject choices although schemes of work indicate that such advice is likely to follow later in the year. Pupils know enough about themselves, know what their weaknesses might be and how to go about trying to improve. They are well supported and directed by feedback and marking and are encouraged to reflect about what went well.
- 4.15 Pupils understand that the decisions they make are the determinants for their own success. They are mature and reflective self-starters and need little behavioural correction. Year 12 pupils spoke about their abilities to make good decisions and attributed this to the levels of independence they are encouraged to grasp, and skills taught through their *learning to learn* and PSHE lessons. Decision making by pupils is strengthened by a relationships and sex education programme which helps pupils to reflect on outcomes when making life choices, and by regular subject clinics. Year 7 pupils in computer science demonstrated excellent logical decision making to solve the ICT coding challenges, and in the recreational chess club, highly motivated and engaged pupils clearly loved the problem-solving and high order thinking that lay behind their decision making. In a Year 12 PSHE lesson, pupils were encouraged to reflect on decisions about their goals, aspirations and achievements by writing their future selves a letter, which will be opened at the end of the sixth form.

- 4.16 Pupils have a highly developed spiritual understanding and can give convincing reasons for the values they espouse, responding with enthusiastic arguments in discussions. This spiritual development is nurtured through assemblies in the Abbey and in school, through a well-developed PSHEE programme and a school culture which promotes respect. In their discussions with inspectors, pupils expressed thoughtful insights as to how the school helps them to develop spiritual understanding, especially by encouraging reflection. Pupils said they were fortunate to attend the school and felt a sense of purpose and obligation to help others inside and outside the community. Pupils have a well-developed appreciation of the non-material aspects of school life and they are able to enjoy and experience the many opportunities on offer. They are grateful for the privileges they enjoy and expressed this during their tutor time and in discussions with inspectors.
- 4.17 Pupils have high standards of behaviour in class and around the school. They are supportive of the school's values and appreciate the way in which their teachers deal promptly with any behavioural issues. They understand the importance of rules and laws, accept responsibility for their own behaviour and show a keen sense of fair play in sports. In their questionnaire responses, pupils unanimously agreed that the school expects pupils to behave well. Pupils show respect for each other in lessons as they work together. In a Year 12 philosophy lesson, pupils demonstrated an excellent understanding of moral duty as they argued about Kant's views that only actions performed from duty have moral worth; they were able to relate the discussion to their own views and experiences.
- 4.18 Pupils form productive relationships with each other and collaborate well. A strong sense of a proud community allows the pupils to feel secure to discuss moral, social and political issues. In a year 9 Spanish lesson, pupils supported each other in the translation of a passage, providing each other with advice and explaining new terminology. Similarly, pupils in a Year 7 chemistry lesson worked very well together to categorise materials as solid, liquid or gas. Pupils enjoy the opportunities to take part in group activities and collaborate exceptionally well in lessons and regularly provide encouragement, advice and guidance to each other. This is, in part, because of the focus given by the school on collaboration as one of their seven targets of effective learning. Pupils enjoy working together and are given numerous opportunities to do so; these opportunities, coupled with a strong pastoral house system and PSHEE programme result in very socially aware and adaptable pupils. An overwhelming majority of parents agree that the school helps their child to develop strong teamwork and social skills.
- 4.19 Pupils have a sophisticated understanding of their responsibilities to each other and the local community. They understand that they enjoy the opportunities to use their ability, skill, drive and energy to contribute to the local community and national charities. They do this through a variety of fund-raising events such as baking cakes or virtual cycle rides or by working in the local primary schools. Sixth form pupils contribute widely to the community through the Friday outreach programme. A successful peer mentoring system between sixth form and middle school pupils, and between middle school leaders and younger pupils encourages them to take responsibility for others. In discussions with inspectors, younger pupils saw "charity" more in terms of fund-raising than service but looked forward to opportunities higher up the school to give time and service.
- 4.20 Pupils show great respect to their peers and value diversity within their school. Inspectors witnessed a tolerant, inclusive, multi-cultural learning community whose pupils demonstrate sensitivity, acceptance and, at the very least, tolerance to all and a willingness to listen to the views of others. Pupils demonstrate excellent levels of empathy. In a Year 8 drama lesson, pupils clearly identified the issues surrounding the eager *Windrush* community who faced discrimination when disembarking at Tilbury docks. In a Year 10 assembly, pupils listened with interest to an excellent presentation on identity and diversity in relation to LGBTQ+ matters. Pupils were encouraged to think about difference in others and to consider the story of the transition of a staff member's close friend. After the event, pupils expressed to the inspector that they had found the talk really interesting and helpful; they felt that it had been a good start to opening up conversations and were looking forward to the diversity day the following week. Diversity prefects and a diversity club further promote high levels of understanding and tolerance.

- 4.21 Pupils have a well-developed appreciation of how to stay safe and healthy, and are supported in this through lessons in science and physical education. They make good decisions about their diet and exercise and know how to stay safe online. Pupils show a high level of resilience to be able to cope with the complexities of modern society which is supported by the RSE programme. The vast majority of parents agree that the school encourages their child to adopt a healthy lifestyle and most pupils agree that the school encourages them to be healthy.

5. Inspection Evidence

5.1 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 co-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited 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 Michael Goodwin	Reporting inspector
Mrs Suzie Longstaff	Compliance team inspector (Head HMC and GSA school)
Mrs Pat Clayfield	Team inspector (Head, ISA and SofH school)
Mr Jason Lewis	Team inspector (Head, ISA school)
Ms Emma Neville	Team inspector (Head, IAPs school)
Ms Anna Peak	Team inspector (Deputy Head, HMC school)
Ms Claire Preece	Team Inspector (Deputy Head, HMC School)