



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

The Queen's School

March 2022

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School's Details

School	The Queen's School			
DfE number	896/6020			
Registered charity number	525935			
Address	The Queen's School City Walls Road Chester CH1 2NN			
Telephone number	01244 312078			
Email address	secretary@thequeensschool.co.uk			
Headteacher	Mrs Sue Wallace-Woodroffe			
Chair of governors	Mrs Caroline Mosley			
Age range	4 to 18			
Number of pupils on roll	450			
	EYFS	13	Lower School	107
	Seniors	232	Sixth Form	98
Inspection dates	15 to 18 March 2022			

1. Background Information

About the school

- 1.1 The Queen's School is a selective, independent day school for female pupils. Founded in 1878, it is a charitable trust with oversight provided by a governing body. On two sites within the city of Chester, a mile apart, the senior school is for pupils aged 11 to 18 years and the lower school for pupils aged 4 to 11 years, including the Early Years Foundation Stage (EYFS).
- 1.2 Since the previous inspection, the school has appointed in September 2018 a headteacher and head of lower school, as well as a new chair of governors. The school has introduced outdoor provision in the lower school. In the senior school, information and communication technology (ICT) resources have been increased and the science laboratories and design technology facilities refurbished.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.4 The school aims to educate and empower young women to lead and shape the world in which they live through encouraging a global mind-set, independent thinking and collaboration. It seeks to foster a lifelong love of learning within a nurturing environment, and provide opportunities for pupils to lead, create and innovate, to achieve great things both in school and leave as ambitious, independent and confident individuals.

About the pupils

- 1.5 Most pupils come from a range of professional families within a 40-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of pupils is above average compared to those taking the same tests nationally. The school has identified 85 pupils as having special educational needs and or disabilities (SEND) which include dyslexia and dyspraxia, of whom 37 receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 21 pupils, all of whom are supported by their classroom teachers. Data used by the school have identified a number of pupils as being the more able in the school's population, and the curriculum is modified for them.

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

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

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

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

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

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

PART 6 – Provision of information

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

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

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

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

3. Educational Quality Inspection

Preface

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

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

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

Key findings

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

- All groups of pupils make rapid progress and attain highly.
- Pupils have extremely well-developed attitudes towards their learning, demonstrating leadership, initiative and independence.
- The pupils make successful links in their learning, applying their knowledge and skills to enhance their understanding across subjects.
- Pupils demonstrate very high levels of competence in communication.
- Pupils have outstanding levels of competency in information and communication technology (ICT) and its application to other areas of learning.

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

- Pupils make excellent contributions to the school and community, fulfilling roles and responsibilities to a high level.
- Pupils are very socially aware and able to work highly effectively with others when given the opportunity.
- Pupils' cultural awareness and understanding of diversity are outstanding.
- Pupils' moral and spiritual understanding are very well developed.

Recommendation

3.3 The school should make the following improvement:

- Enhance pupils' application of reasoning and thinking skills still further.

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 achievement of all pupils in public examinations is excellent. In the years 2017 to 2019, examination results have been well above the national average, with a very large majority of pupils awarded grades A* to B at A level. As a consequence, all pupils who applied achieved places at universities with highly competitive entry requirements. Similarly, at GCSE in 2017 to 2019, a large majority of pupils achieved grades 9 to 7. In the Early Years, in 2019 and 2020, almost all children exceed national expectations in the learning and development goals. In the lower school, national standardised tests show that a large majority of pupils achieve in line with or above expectations.

Scrutiny of progress data by teachers and leaders ensures that appropriate intervention is provided when required. Consequently, all groups of pupils make rapid progress. Pupils with SEND or EAL achieve in line with their peers because the support and teaching reflect an informed awareness of their individual needs. In discussions, pupils confirmed their appreciation of staff support in lessons stating that it helps them become better learners as they know how to improve their work. Pupils' learning is further supported by opportunities to attend academic clinics and support sessions. In the pre-inspection questionnaire, a very large majority of pupils felt their teachers were supportive and knew their subjects well.

- 3.6 Pupils demonstrate excellent development of knowledge and understanding across the curriculum. They have very strong linguistic skills. In an English lesson, following individual work to describe a character in *An Inspector Calls*, pupils deliberated in groups and then listened well to the clear, analytical presentations. In a Year 3 French lesson, pupils demonstrated they understood the differences in the word order of nouns and adjectives in English and French. In mathematics, pupils apply previously learnt concepts to new situations with confidence. For example, in a sixth-form lesson they effectively selected a method of integration and discussed why their selection was the most appropriate. They demonstrate accomplished creative and technical skills across a range of subjects. In GCSE design and technology, they confidently handled equipment and materials such as polymorph to realise ambitious outdoor storage designs. Junior pupils skilfully composed short pieces for ukulele and drum, using their knowledge of rhythm. Pupils of all ages use excellent scientific skills, as demonstrated most compellingly by the sixth-form chemists as they measured rates of reaction. Pupils respond with passion and commitment to carefully planned lessons, with academic rigour. In many sixth-form lessons, such as geography, religious studies and psychology, pupils draw on a wide body of knowledge. In the questionnaire, a very large majority of pupils felt that their lessons were interesting. Inspection evidence supports this view.
- 3.7 Pupils of every age develop and use sophisticated communication skills. These result from leaders' commitment to providing significant opportunities for discussion in and outside the formal curriculum. Pupils share, discuss and refine ideas very well. Examples were seen in Year 8 where pairs of pupils presented on sections of the novel *Roll of Thunder, Hear my Cry*. They listened carefully before asking searching questions and, in turn, received well researched and thoughtful answers. Pupils are able to express themselves with fluency and poise, orally and in writing as a result of being taught these skills from an early age. In assembly, junior pupils presented descriptions of their activities and answered questions for which they had not prepared. Whilst in the pool, children in EYFS listened to, and implemented, instructions in how to move their legs and feet in breaststroke. All pupils who spoke to the inspectors made thoughtful and considered statements. Excellent extended project qualification (EPQ) essays feature sophisticated writing, such as the portrayal of psychological illness in *Alice in Wonderland* by Lewis Carroll.
- 3.8 Pupils demonstrate excellent mathematical and numeracy skills. These skills develop rapidly in the lower school. Younger pupils demonstrated confidence when handling money and in using counting on as a method of addition. They have good knowledge of multiplication tables and use them to solve problems. Junior pupils show their ability to use prior knowledge when beginning a new topic, using fractions and tables to answer questions about pie charts. Pupils who spoke to the inspectors commented that they feel prepared when they use their mathematical skills in other subjects. This is made possible by departments liaising effectively with each other. For example, in sixth-form science, pupils showed excellent application of their numerical skills to help them analyse the results of their experiment on the enthalpies of hydration.
- 3.9 Pupils' use of ICT is excellent and in evidence across all subjects and in all year groups. Pupils and staff easily create, share and curate materials. Pupils use their devices to present their work in a variety of ways, such as answering quickfire questions, slide presentations, word processed essays, short movies or sound recordings. Pupils are adept at using ICT to research, create, manipulate, log data or collaborate on shared documents. For example, they demonstrated their expert skills in devising

engaging video games based on their study of Greek myths. Pupils' ICT skills and those of their teachers were central to the success of remote learning during lockdown and in the following period of hybrid lessons, minimising disruption to learning.

- 3.10 Pupils develop excellent study skills from an early age overall. They are confident in assimilating and analysing information from a wide range of sources when given the opportunity to do so. In a sixth-form lesson, pupils analysed newspaper articles on tennis players to draw out subtle gender stereotyping and to form balanced arguments about unfair bias. Pupils apply their learning from previous work to new situations. In a GCSE lesson, pupils considered the decline of Anglo-Spanish relationships during the reign of Elizabeth I, drawing widely on existing knowledge to prioritise the significance of different factors. They confidently synthesised information accurately and commented critically on others' contributions. In the lower school, pupils from the earliest age are able to listen effectively to the teacher and follow instructions. They work well together and see group work as an opportunity to share and learn. The youngest children were able to improve their skills in the swimming pool as they listened carefully and watched each other closely. Across all subjects and levels, pupils are able to work independently which successfully aids their learning. For instance, in physics, Year 9 pupils individually researched and presented on renewable energy sources. The vast majority of parents replying to the inspection questionnaire agreed that the school equips their child with the team working, collaborative and research skills they need in later life. Inspection evidence confirms this view.
- 3.11 All pupils' display excellent attitudes to learning, showing lively interest and curiosity. They are energetically focused from the first moment of the lesson and are equally productive in their independent endeavours and in collaborative work. As a result, the time for learning is used efficiently. In Year 7 history, pupils demonstrated their highly positive attitudes to their work, undertaking the class starter activity as soon as they entered the classroom. EYFS children, following their daily routines, immediately settle to an activity, such as creating a recipe, when they arrived in school. Pupils keep ordered notes, both online and in books, and write with fluency and imagination. Pupils display great creativity in their learning, drawing on a wide range of resource material. In drama, pupils worked in small groups annotating a short script and discussing how to incorporate improvements as they prepared for a performance. In GCSE physical education, pupils worked together to show a high degree of independence in supervising their rounders game, offering encouragement and responding to suggestions from peers to increase team success. In pupil interviews, pupils commented that group discussions were sometimes dominated by more able pupils, with others making limited input. The pupils who spoke to the inspectors felt that not all pupils were given sufficient opportunity to develop their own reasoning skills. This was echoed by some lower school pupils who stated that they would prefer to work independently more often.
- 3.12 Pupils of all ages take the opportunity to support their learning and extend their horizons through engaging in a wide range of extension activities and visits. This results from the very effective promotion by leadership and management of the aim for the pupils to achieve great things. Many pupils excel in regional and national competitions, such as Model United Nations (MUN), olympiads, computing and coding competitions, science awards and UK Maths Challenges, with pupils frequently invited to the next stages of competition. The completion rates for the Duke of Edinburgh's Award scheme gold and silver awards are equally strong. Pupils are also highly successful in the performing and other arts, such as in orchestras, choirs, productions and house competitions, as well as in external instrumental examinations. They also enjoy significant sports success in regional and national, individual and team tournaments, including rounders, athletics and swimming. The current U14 hockey team have achieved fifth place in the national competitions.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.

- 3.14 All groups of pupils demonstrate high levels of self-understanding, self-esteem and self-confidence. They state that this is because they are carefully nurtured by staff who are committed to supporting their welfare and development. Pupils are confident in discussions as a result of the opportunities to develop their own opinions and articulate them in a safe environment. Younger pupils develop the vocabulary to identify their feelings and how this can affect their approach to study, recognising that 'if I was with my particular friends I would talk and not get on with the task'. Pupils are given conflict resolution tools during personal, social, health and economic education (PSHE) lessons which enable them to navigate relationship difficulties with friends. Sixth-form pupils acknowledge that expeditions to Costa Rica, Peru and Borneo, for example, help develop resilience and provide them with what they see as 'powerful life skills'. In assembly, the prefect team spoke persuasively about how their self-understanding had grown during their tenure, overcoming 'imposter syndrome', recommending 'fake it until you can make it' and explaining how pushing oneself out of a comfort zone really enables growth and a sense of fulfilment. EYFS children displayed confidence and independence when they explained what they had learnt and done to achieve an award in assembly. In the questionnaire, the vast majority of parents felt that the school equips their child with the skills needed for later life. Inspection evidence supports this view.
- 3.15 In the lower school pupils decide on significant areas of school life which affect them. They vote on which charities should be supported and they appreciate the way staff help them to decide on a course of action for themselves. For example, the 'Meat-free Monday' campaign was voted for by the pupils. Older pupils are confident in their decision-making about their own academic future and choices around relationships and well-being, stating that they feel well supported. They are encouraged to review poor decisions and to determine how best to respond in future, with the emphasis being on restorative justice. Pupils are reflective, responsible individuals and GCSE pupils stated that they have made the correct option choices following excellent advice.
- 3.16 Pupils appreciate non-material aspects of life, as evidenced by their excellent ability to reflect on issues discussed in lessons. The depth of their reflection is also shown through pieces of work completed as part of the Queen's School Baccalaureate which display pupils' very strong consideration of moral principles, as in their responses to the question, 'Is bull fighting ethical?' The high-quality work of the sixth-form pupils for the EPQ demonstrates their ability to find purpose and meaning and search for answers to deep questions in topics ranging from 1980s American serial killers, to producing an outfit of high quality inspired by the work of Alexander McQueen. In PSHE in Years 1 and 2, pupils produced outstanding work on how to support COP26, stating with feeling the need to plant more trees and reduce waste. Pupils participate purposefully and creatively in Model United Nations (MUN) discussions about the morality of regime change or national sovereignty and through the Debating club as to whether euthanasia should be made legal. The art produced by pupils and displayed on both sites shows that pupils are able to reflect and interpret the world around them in their own paintings, such as the bird drawings inspired by the work of Mark Heard that enable pupils to place a small creature as the centre of the world they depict. Younger pupils show their appreciation when using the beach and forest area where they can reflect on nature and their relationship with the natural world.
- 3.17 Pupils understand the difference between right and wrong in a clear and mature fashion. They respect the school rules, which they reviewed, simplifying them and making them as effective as possible. The pupils feel fully invested in their community, as evidenced by their exemplary and cooperative behaviour. Older pupils recognise they must be positive role models for younger ones and act accordingly, enthusiastically and willingly, looking out for them and supporting them. In the pupil questionnaire, a small minority felt that the school did not treat pupils fairly and a few felt that pupils were not kind to each other. This was passionately refuted by the pupils who were randomly selected for the discussion groups and the inspection team saw nothing but kindness and courtesy between pupils. The vast majority of parents in the questionnaires stated the school actively promotes values of democracy, respect and tolerance of other people. Inspection evidence supports this view.

- 3.18 Pupils on both sites demonstrate excellent knowledge and appreciation of cultural diversity. They show an outstanding understanding of the importance of respecting and understanding the similarities and differences between people of different faiths and cultures. Pupil-led assemblies include culturally related themes, for example the effect of aggressive and discriminatory language on people of colour and other groups in society. Pupils understand about different beliefs and values. In discussion and in lessons, they were very clear about the high standards of tolerance in the school, and their own approach to welcoming diversity. The school encourages these positive attitudes through PSHE, assemblies and religious studies (RS) lessons and initiatives such as the 'Rules for the World' where younger pupils are encouraged to devise their own rules for a harmonious planet. The pupil-led diversity group often lead on issues regarding equity and equality.
- 3.19 Pupils are excellent collaborators. They excel at working together to solve problems or achieve a goal. Lower school pupils are proud of the way that they work and play together. They are encouraged successfully to have a wide circle of friends and to avoid cliques. They are open and willing to praise others' efforts and to take joint responsibility for projects and initiatives. On both sites, pupils take advantage of the many opportunities provided through sport, The Duke of Edinburgh's Award scheme, the range of clubs and societies, literary lunches, music clubs and school productions, including the recent performance of *Matilda*. Through consistent emphasis on the school's ethos of pupils working together from 4 to 18, older pupils have these skills firmly embedded. Those joining the school at later points quickly appreciate that a willingness and ability to collaborate is a real strength of pupils and in turn develop these skills rapidly.
- 3.20 Pupils participate enthusiastically and take the lead in a wealth of opportunities to make contributions to the school and the wider community. They are active members of the school parliament, advising the school on issues as varied as lunches, LGBT+ inclusion, sustainability and well-being. Pupils make a positive difference to the life of the school. Sixth-form pupils undertake a module about mentoring. Pupils have excellent social awareness and show sensitivity to the needs of those around them, for example, in their creation and membership of the different diversity and inclusion groups.
- 3.21 All pupils learn to take excellent responsibility for, and contribute positively to, those around them. Older students act as role models, and there is a wealth of evidence of these voluntary and supporting roles leading to transformative experience for younger pupils. For example, Year 6 pupils accompany Reception children into their classroom, helping them with their belongings and welcoming them into school each morning. In their contributions to local and national charities, many pupils demonstrate leadership and communication skills. The rotation of the post of captain in sports teams helps all pupils appreciate their own leadership contributions. These include a fundraising cycle ride, volunteering in the hedgehog hospital, cake sales, beach cleans, mentoring younger pupils, acting as online safety agents or attending to tidiness in the playground.
- 3.22 Pupils, both in the lower school and senior school, know how to stay safe physically and when online. They understand the need to be physically and mentally healthy, through nutrition, exercise and safe hygienic practices. This is because governors and leaders have provided them with ample opportunities to learn and participate in a wide range of activities, such as the catering committee or well-being sessions. Pupils appreciate the support that is available if they require it. They have a clear awareness of mental and emotional well-being as well as the positive and negative practices that can occur as GCSE pupils demonstrated when they discussed the presentation on countering examination stress. The pupil-led parliament and associated committees have a strong voice in areas such as catering, and they appreciate and acknowledge when their views are heard and action taken. Pupils understanding of e-safety is very strong. They are aware of age restrictions and why these are put in place, and they state the school provides them with very clear guidance with regard to films and video games.

4. Inspection Evidence

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

Inspectors

Mrs Louise Robinson	Reporting inspector
Mr Richard Lynn	Compliance team inspector (Head, ISA school)
Mr Bill Chadwick	Team inspector (Former deputy Head, HMC school)
Ms Jacquelyn Pain	Team inspector (Former head, GSA school)
Mrs Eithne Webster	Team inspector (Former head of pre-prep, IAPS school)