



INDEPENDENT SCHOOLS INSPECTORATE

THE PERSE SCHOOL

STANDARD INSPECTION

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The Perse School

The preparatory and pre-preparatory schools were inspected at the same time and separate reports published.

Full Name of School	The Perse School
DCSF Number	873/6010
Registered Charity Number	1120654
Address	The Perse School Hills Road Cambridge Cambridgeshire CB2 8QF
Telephone Number	01223 403 800
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Email Address	office@perse.co.uk
Head	Mr E Elliott
Chairman of Governors	Mr D E Hollest
Age Range	11 to 18
Total Number of Pupils	760
Gender of Pupils	Mixed (661 boys; 99 girls)
Inspection date	16 March 2010 to 17 March 2010
Final (team) visit	26 April 2010 to 28 April 2010

PREFACE

This inspection report follows the STANDARD *ISI schedule*. It consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in October 2004.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Perse Upper School is a boys' school with a mixed sixth form currently undergoing transition to full co-education. It was founded in 1615, and in 1960 moved from the centre of Cambridge to a 27-acre site in the suburbs. The buildings have been greatly added to with a sports hall and sixth form centre, further science laboratories, a concert hall, and all-weather outdoor sports facilities. The Perse Upper is part of the Perse School, which also consists of the Perse Prep and the Pelican, the Pre-Prep; one governing body oversees the work of all three schools.
- 1.2 The school's aims are to encourage all pupils to achieve their academic potential, to promote intellectual curiosity, independence of mind and creativity, and to stimulate a love of learning. It also aims to provide pupils with opportunities to gain extra-curricular interests, to develop a social and moral framework, and appreciate the spiritual dimension to life.
- 1.3 The school has grown since the previous inspection and is currently completing a programme of expansion, and all year groups will be co-educational by 2012. New facilities are almost complete and will be opened during 2010, including a sports studio (already opened in January 2010), a 21-classroom teaching block with new library, 3 information and communication technology (ICT) rooms, and extensions to science, art and music. Currently, the school has 760 pupils on roll, with 274 in the sixth form.
- 1.4 The ability profile of the pupils is far above the national average. One pupil has a statement of special educational needs and the school has identified another 114 pupils who have learning difficulties and/or disabilities. For ten pupils, English is an additional language but the school considers that they "are competent in their use of English and able to access the curriculum without restriction." The background of the parents of the pupils is mainly professional. The school provides financial assistance to some pupils with 83 pupils on bursaries and 143 with scholarships. About one tenth of the pupils are from minority ethnic backgrounds.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 The Perse School is an exceptional school where the pupils make outstanding progress, doing full justice to their very high ability which is far above the national average. The pupils are high achievers at GCSE and A level and meet with excellent success in applications for the top university courses. The pupils, following an outstanding and challenging curriculum, and with a remarkable wide range of high quality extra-curricular activities, are well-rounded and balanced, secure in a most supportive framework allowing them to be happy and contented at the school. All this is achieved by outstanding teaching which cultivates in the pupils open-minded curiosity, critical inquiry, and intellectual honesty
- 2.2 The pupils' spiritual, moral, social and cultural development is excellent. This is an outstanding intellectual and cultural community. The pupils benefit from the high quality of pastoral care and the example set by the staff not least in intellectual matters.
- 2.3 The leadership of the head and the senior management team is exceptional, supported by a governing body that is very well informed and most effective in its planning and monitoring. The ethos of the school is clearly overseen by the governors and senior management team who ensure that the school's high aims are achieved. The school as a whole lives up to its elevating motto: "Qui facit per alium facit per se" ("In doing something for others, one does it for oneself"). The school has responded with energy to the recommendations in the report of the previous inspection, largely by providing new buildings, including a new library, but also by improving on such matters as ICT. The school meets all regulatory requirements. The school has excellent relations with parents, who showed their support in their questionnaire responses. So did the pupils themselves, who stated that they were happy at the school and aware of their good fortune to be in such an establishment. Pupils were not always uncritical of all aspects of school life but no critical point of view had the support of a significant group of pupils. In September, the school will enjoy some extensive new buildings and facilities while taking a large step towards being fully co-educational.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.

(ii) Recommended action

2.5 The school has no major weaknesses but is advised to make the following improvement.

1. Ensure that all work is marked thoroughly in a way that is most helpful to pupils, drawing upon the widespread excellence already in evidence.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 Standards are exceptionally high and progress is excellent. The school achieves to an outstanding degree its aims to encourage all pupils to achieve their academic potential, to promote intellectual curiosity, independence of mind and creativity, and to stimulate a love of learning. As at the time of the previous inspection, the pupils make excellent progress, doing full justice to their very high ability which is far above the national average. Results in GCSE over the last three years for which comparative data are available have been excellent when compared with the national average for boys in all maintained schools, and high even when compared with those in maintained selective schools. Results in IGCSE mathematics and sciences have been high when compared with the average for schools worldwide, and mathematics results have also been high when compared with the average for UK schools. Performance in A-level examinations over the same period has been high when compared with the national average in all maintained schools, and also high when compared with maintained selective schools. Most pupils go on to their chosen course at their chosen universities. The school is outstandingly successful in that its pupils obtain many places each year in some of the most competitive areas, such as Oxford and Cambridge and medical school entrance.
- 3.2 The school has achieved many other successes in recent years, including Arkwright Scholarships for sixth formers in design and engineering, Nuffield Science bursaries and success in the national biology and physics Olympiad competitions. In the 2010 British Maths Olympiad, four pupils achieved distinction marks, and one was awarded a silver medal, being among the top in the country. A pupil of the school won the Julia Wood History Essay Prize.
- 3.3 At all levels, pupils show high levels of knowledge, skills and understanding. They frequently demonstrate their ability to think critically and creatively. They write fluently and accurately for a wide range of purposes and their extended writing skills are well developed. Their use of technical vocabulary in a wide range of subjects is precise and confident. In discussion, pupils reason and argue cogently and express their ideas confidently. They can explain abstract concepts very clearly. They can use *a posteriori*, inductive, logic, as in science, and *a priori*, deductive logic, as in philosophy and Euclidean geometry. Pupils use mathematics confidently in subjects across the curriculum, such as in the sciences, and demonstrate statistical ability in such subjects as economics, where pupils could construct an oligopoly diagram and understand why a marginal revenue curve is shaped as it is. Pupils apply ICT confidently and relevantly across the curriculum. They are most articulate, fluent and clear, with excellent diction, speaking effectively and with grace in formal and informal situations. Pupils are most familiar with the terms of English grammar and syntax. They are often required to take notes and can do so most efficiently. They are good at defining concepts, not just scientific and philosophical ones, but, for example, the word "sacrament" in religious studies. They are sophisticated learners who are inquiring and eager to learn, fulfilling the school's aim to instil a love of learning. They relish the opportunity to undertake independent research, as on topics such as cloning and genetic engineering in biology. They are able to have an effective dialogue with the teachers. The pupils are courteous and display good manners in the classroom and outside.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

- 3.4 The broad curriculum is of exceptional quality and is very effective in its coverage of the requisite areas of learning. It is well-planned and supports fully the aim of developing a love for learning. The curriculum is outstanding for the needs of all the pupils. The pupils follow a common core from Year 7 to Year 11, which includes for all: English language and literature; mathematics; the three separate sciences; a modern language; technology; physical education and games; and religious studies and philosophy. An extensive range of choices exists around this core, including eight modern languages, Latin, Greek and classical civilization. The provision of sixth-form choices is wide in itself and gives the facility of arranging subjects in numerous combinations. The school uses A levels together with the new Pre-U qualification (an alternative to A levels) and the University of Cambridge International examinations.
- 3.5 As at the time of the previous inspection, the curriculum is enriched by an extensive range of high quality extra-curricular activities and links with the community which enables the school to fulfil in an outstanding way its aim to provide pupils with opportunities to gain extra-curricular interests. This richness of experience offered by the extra-curricular provision is an outstanding strength of the school. Each September, the school has a Societies Fair where pupils can find out about what is on offer. Currently 41 different clubs and societies exist, many organised by the pupils themselves, ranging from climbing to politics and Scouts to robotics using toy building bricks.
- 3.6 Music, drama and art standards are high. The school has two orchestras, two wind bands, a swing band and a full choir. The school's musicians regularly perform in such venues as St John's College Chapel, Ely and St Edmundsbury Cathedrals, and the Cambridge University Concert Hall. Each year group has the opportunity to perform in a school drama event at least once a year, and sixth formers write, direct and perform their own plays. The Perse Players have toured to the Edinburgh Fringe in two out of the last three years. The school offers many sports and has won the National Indoor Hockey Championships for the last four years. The school provides high standards of specialist coaching in several sports and excellent facilities. The school makes full use of its Cambridge location and on a regular basis invites distinguished speakers, many with an international reputation, as well as arranging for its pupils to attend university functions and to visit such places as the Cavendish Laboratory. Pupils taking GCSE classical civilisation had invitations to a lecture on Herculaneum by a leading authority, the master of a Cambridge college. Authors visit the school library and talk to pupils.
- 3.7 The school formalises its extra-curricular arrangements in what it calls its "co-curriculum" and regular opportunities are offered to all pupils. The Perse Exploration Society allows senior pupils opportunity to plan, train for and participate in demanding expeditions to the Himalayas and other places, and some members taught classes and constructed an adventure playground at a school in Ladakh, India. The school has a Combined Cadet Force (RAF) unit and a Scout troop, and takes part in the Duke of Edinburgh's Award scheme. The school contributes significant public benefits by, for example, generously allowing the use of its facilities, by taking part in local activities and by raising sums of money for local, national and international charities.

3.(c) The contribution of teaching

- 3.8 Teaching is excellent overall. The pupils' achievements are strongly promoted by very well-informed, interesting and stimulating teaching, much of which is excellent. The teaching is a major factor in helping pupils to develop their academic potential in line with the school's aim for pupils to achieve their potential. That so much excellence in teaching was seen made the rare examples of weaker teaching more noticeable. They occurred when teachers took for granted the intelligence and interest of the pupils and did not plan lessons of suitable intellectual challenge.
- 3.9 The very knowledgeable and extremely well-qualified teachers treat their pupils as their intellectual equals and create an atmosphere where the pupils feel free to participate thoroughly. Teachers convey their own love of their subject. Teaching cultivates in the pupils open-minded curiosity, critical inquiry, and intellectual honesty. In a sixth form English lesson, the teacher asked the pupils, having read the Edith Wharton novel, *The Age of Innocence*, to consider a learned university paper on narrative techniques in that novel: it was a lesson that resembled a university seminar in the level of literary criticism elicited by the teacher. In history, teachers ensure that pupils have a firm grasp of the context, significance and chronology of historical events. In examination classes, syllabuses are well chosen with the pupils' needs in mind: for example, the high demands of the IGCSE syllabus serve to motivate and challenge pupils and give them the breadth of context and experience they require. Teachers allow, and encourage, pupils to send in some work by email. Teachers have good access to information on pupils' previous attainments, and almost all use it very well to inform planning and to check on progress.
- 3.10 Well-planned and appropriately-paced lessons, paying due regard to any individual pupil's learning support needs, serve to foster interest and a spirit of enquiry. Pupils respond eagerly and are enthused by the dynamism of many lessons and are encouraged to think independently and to work collaboratively. Pupils clearly trust and respect their teachers' profound subject knowledge and are conscious that they are being taught by experts in their subjects. Subject surgeries - opportunities for pupils to go to see teachers - provide additional curricular support for pupils. Teaching often forces pupils to think beyond the commonplace: in middle school religious studies, quotation from the New Testament often led to reference to the original Greek. Teachers recognise the value of that which is learned by heart and ensure that pupils exercise their memories in appropriate ways.
- 3.11 A wide variety of up-to-date resources is used effectively. For instance, sixth form biologists have the opportunity to undertake a practical investigation to consolidate their theory of the polymerase chain reaction, and the digital languages laboratory is accessible to every modern language class within the two-week timetable cycle. Effective use is also made of the school spacious grounds for practical work.
- 3.12 Marking in departments is generally of high quality with the best examples of practice being exceedingly high with detailed, diagnostic comments providing very valuable constructive feedback to pupils. However, in a few isolated instances marking was either perfunctory or provided little evidence of this important feedback to pupils. On some very few occasions, pupils are allowed to submit work that was disorganised and untidy. Such rare examples stood out because of the general excellence that prevails.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent, in accordance with the clearly stated aim of the school for its pupils: "to develop a social and moral framework, and appreciate the spiritual dimension on life." Pupils are part of an engaged academic community which examines all areas of its life, both within the school and outside it, on a regular basis. This is summarised in the work of the academic society, *The 42*, which takes as its motto the following statement, derived from Socrates: "Because everything in life is of interest to us." This is characteristic of pupils' attitudes throughout the school.
- 4.2 School life is not marked by an extensive pattern of regular religious observance but many opportunities are provided for, and taken by, pupils to explore the sense of the spiritual in both formal and informal ways. This was seen in religious studies lessons where pupils in Year 8 were dealing warmly and intelligently with issues of theism, agnosticism, and atheism and looking at the philosophy of Thomas Aquinas on the just war. The role of the chaplain, which is combined with a pastoral post, is widely seen as valuable by pupils and staff. The pupils are self-aware and the use of self-assessment forms allows them to know more about themselves. These forms are not completed in a bureaucratic way. A pupil wrote: "Thanks to an improved grasp of the Cambridge transport system, I now arrive on time for school on most days."
- 4.3 The pupils regularly engage with moral questions through presentations in assemblies, through their own writing and through discussions in classes. They readily and openly discuss moral problems in their tutorials where they feel confident enough to discuss issues of importance to them. Where issues of morality affect their lives directly, for example in issues raised by social networking sites, the pupils show a mature and responsible attitude.
- 4.4 The tutorial groups also exemplify the excellent social relationships that exist within the school. Pupils are very much at ease with one another and with the teachers in the school. The Combined Cadet Force gives the pupils opportunities to learn how to lead and how to follow, and to learn something of the value of order and discipline. The pupils are also very well aware of the life that exists beyond the confines of the school and of their responsibilities as citizens, whether by participating in a mock general election, taking part in community service activities in local care facilities, or in the significant support offered in fundraising for a number of charities.
- 4.5 The pupils' cultural development is excellent, and a major strength of the school. The calibre of musical, dramatic and artistic activity is very high. Pupils share and value each other's cultural differences. The school has exchanges with schools in Australia and Hong Kong. Many opportunities exist for senior pupils to lead activities and thereby serve the whole community of the school. Plays are produced and directed by members of the school and pupils show a willingness to share ideas in the writing of the pupil magazine, *Carpe Diem*.

4.(b) The contribution of arrangements for welfare, health and safety

- 4.6 The pastoral care of pupils is outstanding. Since the previous inspection it has been strengthened by the involvement of more tutors and by the introduction of more year heads.
- 4.7 A strength of the system is that two teacher tutors look after each form in the lower and middle schools and so the tutor groups often consist of only twelve pupils. Regular contact with pupils, including individual tutorials, ensures that tutors know their pupils very well. The year heads are supported effectively by heads of section. The guidance provided at important stages helps the pupils to make informed decisions about subject option choices, university courses and careers. Tutor groups are carefully organised to ensure the successful integration of new pupils into the school. An effective system for monitoring the workload and extra-curricular commitment of pupils exists. Sixth form pupils have an active involvement in leading and guiding younger pupils as tutor group prefects. In the pupil questionnaires, some pupils stated that the school does not listen or respond to them and that some members of staff are not fair in the way they give rewards and punishments. However, the inspectors found no evidence to support this, and the vast majority of pupils report that they are happy at the school and are making excellent progress. Paradoxically, the very many ways that pupils can make the school aware of their concerns – through the school council, through a section of the website or through easily arranged interviews with teachers, including the head – may set up higher expectations of subsequent action.
- 4.8 Relationships between staff and pupils and among pupils are excellent; the atmosphere in the school is friendly, relaxed and courteous. Pupils and teachers demonstrate mutual respect and show courtesy to each other. Staff know the pupils well as individuals and so can take care that they are looked after well. Pupils are very clear about to whom they would turn or confide in when necessary. The ethos of the school helps to create confident pupils. Pupils understand what constitutes good behaviour both in and out of the classroom, and they generally act accordingly. Civilized norms are enforced but eccentricity is permitted.
- 4.9 The school has effective procedures for promoting good behaviour, guarding against harassment and bullying and dealing constructively with any unacceptable behaviour. Pupils say that bullying is rare and that any that occurs is dealt with promptly and effectively. They report that they feel very safe and have confidence that concerns will be dealt with quickly.
- 4.10 The safeguarding policy meets requirements and implemented successfully. All staff and others concerned receive suitable training. All necessary measures are taken to reduce risk from fire and other hazards. Arrangements to ensure health and safety are effective and include provision for pupils who are ill. The school has a suitable plan to improve access for those with disabilities. The admission and attendance registers are properly maintained. Pupils are encouraged to be healthy through science lessons, and especially by taking regular physical exercise in the curriculum and in the fine range of extra-curricular sports and games. School lunch offers nutritious choices and pupils are given gentle encouragement to choose and eat balanced options. Pupils agree that the food is much better than formerly.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governing body provides excellent oversight of the school in line with its aims and discharges well its responsibilities for educational standards, financial planning and investment in staff, accommodation and resources. The governors have produced and are implementing far-reaching plans for the future of the school. These provide for full co-education and for a significant programme of new buildings, almost finished, that includes, among other features, a spacious library, to replace the present one. In this way, the governors have responded most thoroughly to the previous inspection report that reported that the library was insufficient. A sensible pattern of governors' committees enables decisions to be taken and the workings of the school to be monitored and supported. The governors have a variety of professional expertise and some are directly appointed by Cambridge colleges.
- 5.2 The governing body has an excellent insight into the working of the school and provides support and stimulus for growth and improvement. The governors have not only their own handbook but their own website. They discuss and consider the future planning of the school with the senior management team, and consult with staff over relevant matters. They visit the school frequently to keep in touch. The governing body is most effective in discharging its responsibilities for child protection, welfare, health and safety throughout the school. All the necessary checks are done and carefully recorded. All the required policies are in place, implemented and reviewed. The governing body shows a strong wish to go beyond what is legally required to produce humane policies and procedures which benefit the education and welfare of the pupils.

5.(b) The quality of leadership and management

- 5.3 At all levels, the leadership and management of the school are excellent, in accordance with the aims of the school. The senior leadership is particularly successful in conveying to the pupils the main aims of the school, setting ideals and maintaining the very high standards. The leadership of the school, working with the governors, has responded very thoroughly to the recommendation in the previous inspection report that the ICT facilities and their use should be developed. These facilities are now excellent and are effectively used. The previous inspection report also mentioned deficiencies in staff professional development, but here also considerable progress has been made and this is now a strong feature of the school.
- 5.4 The senior management team, consisting of the head, three deputies, the bursar and the deputy bursar, provides leadership which is at once inspiring and practical, committed to the values of the school and well aware of how to achieve them. The head personally leads each week a full school assembly where he sets out the vision of the school but also lays down carefully how the vision is to be achieved. He and the other members of the senior management team are very accessible to pupils and staff. They know the pupils as individuals. Every day, a bulletin, *Perse Bulletin*, is issued to the whole school to enable all to keep up with what is happening in a busy school. Electronic screens at strategic points around the school reinforce important items.
- 5.5 Leadership and management provide clear educational direction, as reflected in the quality of the pupils' education and the standard of their personal development.

They are effective in self-evaluation, setting priorities and ensuring that they are achieved.

- 5.6 Management at all levels is successful in securing, supporting, developing and motivating exceptionally high quality staff and ensuring they are suitably trained for their roles in safeguarding, welfare, health and safety. The school has thorough arrangements for checking the suitability of staff (including volunteers), supply staff and governors. The staff are exceptionally well qualified. This report has identified, in a very few instances, unevenness in teaching and in marking, and the school is aware of these and is taking steps to effect improvements.
- 5.7 The bursar and his staff, while prudently keeping the school finances, also lead very effectively the non-teaching staff who are very committed and make a significant contribution to the success of the school. The buildings and grounds are carefully maintained. This is a school where all staff – teaching and non-teaching – work together for the manifest benefit of the pupils.

5.(c) The quality of links with parents, carers and guardians

- 5.8 Links between school and parents are excellent and strongly support the education of the pupils. Parents are actively encouraged to participate in the life of the school, by being spectators at the many sporting fixtures, and being in the audiences at the many plays and concerts. Responses to the pre-inspection questionnaires indicated exceptionally strong support for the school. No items of concern were raised by a significant number of parents.
- 5.9 Parents are very pleased with the quality of communication, and the education and support provided for their children. Parents of pupils and of prospective pupils are provided with all the required information about the school and much beyond that. An outstanding, up-to-date and particularly informative website provides parents with easy access to school policies, school developments and news items in addition to an array of other useful and relevant information. Other publications such as *Perceptions* and the Annual Review also contribute to the quality of communication. Helpful and informative reports are regularly issued to parents, and parent, tutor and options evenings provide a further opportunity for parents to meet directly with staff and discuss their sons' and daughters' progress. In addition, the head has a monthly evening 'open door' style surgery for parents to drop in and see him. The school organises its own survey of parents' views.
- 5.10 Many opportunities exist for parents to be actively involved in the work and progress of their children. Contributions from some eminently distinguished parents, often leading experts in their field, have served to enrich the curricular and extra-curricular opportunities available to the pupils. The Upper School Parents Association raises valuable funds for the school and aids liaison between home and school. Parents directly take part in some activities such as the senior choral group. Parents have a reading group but also a beef and beer evening for rugby supporters. They help to organise a second-hand uniform shop which benefits other parents. The school has the required policy for dealing with concerns that parents may have, but in recent years no complaints have gone beyond the initial stage.

What the school should do to improve is given at the beginning of the report in section 2.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chairman of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Eric Hester	Reporting Inspector
Mrs Hazel Anthony	Team Inspector (Senior Mistress, HMC school)
Mr Christopher Cleugh	Team Inspector (Head, HMC school)
Mr James Fowler	Team Inspector (Head, HMC school)
Mrs Janet Huntly	Team Inspector (Former head of department, GSA school)
Mrs Brigid Tullie	Team Inspector (Head, HMC school)