



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Surbiton High School

March 2023

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School's Details

School	Surbiton High School			
DfE number	314/6003			
Registered charity number	1016538			
Address	Surbiton High School 13–15 Surbiton Crescent Kingston-upon-Thames Surrey KT1 2JT			
Telephone number	020 8546 5245			
Email address	surbiton.high@surbitonhigh.com			
Principal	Mrs Rebecca Glover			
Chair of governors	Mr Adrian McKeon			
Proprietor	United Church Schools Trust (UCST)			
Age range	4 to 18			
Number of pupils on roll	1635			
	EYFS	52	Prep schools	464
	Seniors	848	Sixth Form	271
Inspection dates	14 to 16 March 2023			

1. Background Information

About the school

- 1.1 Surbiton High School is an independent day school located in Kingston, Surrey. It was founded in 1884 by the Church Schools Company, now known as the United Church Schools Trust (UCST), which is the registered proprietor that has overall responsibility for the governance and management of the school. A local governing board operates in an advisory capacity. The school is a member of the group of schools overseen by United Learning. Occupying nine sites in Surbiton and surrounding areas, the school comprises a senior school and sixth-form centre on the main school site for female pupils. A female prep school and a male prep school are adjacent to this main site. In addition, there are Early Years Foundation Stage (EYFS) settings in both prep schools for male and female pupils. Since the previous inspection, the school has ceased to offer boarding and new headteachers have been appointed in both prep schools.

What the school seeks to do

- 1.2 The school aims to inspire, encourage and empower its pupils to discover and embrace their individuality in an intellectually rigorous academic environment. Through nurturing pastoral care and support, the school encourages its pupils to become compassionate, respectful, courageous and inquisitive members of the community.

About the pupils

- 1.3 Pupils come from a range of professional and business family backgrounds within a 20-mile radius of the school. School data indicate that the ability profile of the pupils is above the national average for those taking similar tests. The school has identified 312 pupils as requiring support for special educational needs and/or disabilities (SEND), of whom 233 receive additional specialist help. There are nine pupils with an education, health and care (EHC) plan. English is an additional language (EAL) for 115 pupils, of whom 41 receive additional support. Pupils identified as those with particular talents have their curriculum modified or enhanced to support their individual development.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, Early Years Foundation Stage Statutory Framework](#).

Key findings

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

PART 1 – Quality of education provided

- 2.2 In the prep schools, 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 2020 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships education in the prep schools 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 wellbeing of the pupils.

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

3. Educational Quality Inspection

Preface

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

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

- All pupils, including those with SEND and EAL, attain highly and demonstrate excellent subject knowledge and deep learning across the curriculum.
- Pupils display extremely advanced communication skills.
- Pupils demonstrate highly developed information and communication technology (ICT) and numeracy skills, which they apply effectively across all subject areas.
- Pupils' attitudes to learning are excellent and they demonstrate strong initiative and independence.
- Pupils achieve national success in a wide range of extra-curricular and sporting activities.

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

- Pupils are emotionally mature, perceptive and academically insightful for their age.
- Pupils throughout the school demonstrate excellent self-discipline and resilience in all aspects of their school life.
- Pupils' moral understanding is highly developed and they readily take responsibility for their own behaviour.
- Pupils' social development and collaboration skills are excellent and they are highly supportive of each other's needs and achievements.
- Pupils show excellent appreciation, respect and support for the diverse nature of their community.

Recommendation

3.3 The school is advised to make the following improvement.

- Ensure that all pupils benefit from the initiatives already implemented to encourage more widespread vocal participation in lessons.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Children in the EYFS make strong progress, which results in most of them meeting the Early Learning Goals. In both prep schools, data indicate that pupils attain high standards of numeracy and literacy. Pupils' level of attainment is high, as indicated by the evidence from lesson observations, discussions with pupils and scrutiny of their work. It shows that pupils make excellent progress over time in all areas of the curriculum. Pupils are well prepared for the transition to the next stage of their education.
- 3.6 Pupils make rapid progress in their knowledge, skills and understanding as they move through the school. Analysis of school data show that at both GCSE and A level all pupils attain grades significantly higher than expected for those of their ability, in line with the school's aim to enable pupils to achieve their potential academically. Pupils' attainment at A level in 2022 was strong, with over three-quarters of results awarded at the top two grades. This high level of attainment mirrors the centre- and teacher-assessed results in 2020 and 2021. Results at GCSE are equally indicative of the high quality of learning. In 2022, nine-tenths of results were at the highest level, in line with the centre- and teacher-assessed grades in 2020 and 2021. Results show substantial improvement beyond predictions for pupils in almost all subjects. Consequently, the vast majority of leavers in 2022 gained a place at their first-choice university, many at universities with high entry requirements or at equivalent institutions specialising in specific fields. Pupils with special educational needs and/or disabilities (SEND) also make strong progress, in line with their peers. These high levels of attainment are enabled by excellent academic leadership and teaching which demonstrates detailed knowledge of individual pupils and strong, mutually respectful relationships between staff and pupils.
- 3.7 In lessons and discussions, pupils of all ages and abilities clearly demonstrated excellent knowledge, understanding and skills across all areas of learning. Work seen was of a standard beyond and, in some cases, well beyond age-related expectations. Pupils make insightful observations in the humanities, recall detailed knowledge in science, speak fluently in modern foreign languages (MFL) and write creatively and with excellent flair and accuracy in English. For example, in the prep schools, pupils use appropriate technical vocabulary when thoughtfully explaining how the musical links in the rhythm of a piece of text can be identified as poetry. Children in the EYFS displayed excellent knowledge and understanding of the life cycle of chicks that were hatching. In a Year 10 classical civilisation lesson, pupils explored and explained the culture and values of the Myceneans' use of artefacts to discern skilfully the importance of the sea for trade and food. Pupils are highly accomplished in the creative arts, with exceptional artwork and photography adorning the school campus, some of which has been displayed in the Royal Academy and the National Portrait gallery.
- 3.8 Throughout the school, all pupils, including those with SEND and EAL, communicate with confidence, maturity and clarity. Their articulate expression is a feature of some of the most effective learning in lessons. Children in the EYFS expertly recited the speedy sounds and confidently read aloud, sounding out the phonemes to complete the words. Pupils' use of subject specific terminology is excellent, as seen in a Year 9 physics lesson where they confidently and accurately explained their understanding of longitudinal and transverse waves. Year 12 pupils displayed excellent commitment to speak in the target language when discussing key themes of war and friendship in a French language film. Pupils thrive in discussion and debate, as seen in a politics lesson when confidently they discussed the advantages and disadvantages of bicameralism as a political system. Some pupils are content to listen in lessons but quickly and lucidly engage when appropriate. High-quality written work, which was thoughtful, detailed and expressive, was evidenced in the analysis of unseen poetry exam questions by GCSE pupils.
- 3.9 The numeracy skills and knowledge of pupils of all ages and abilities are strongly developed. For example, younger pupils demonstrated the insightful use of different methods to solve long division problems and Year 8 pupils mastered conversions between metric units, whilst those in Year 11 accurately rationalised denominators containing integers and square roots and Year 13 students

solved complex differential equations. Almost all higher ability pupils achieve the top grades in the GCSE further mathematics examination. Numeracy skills are very well evidenced in other subjects. Year 7 pupils confidently created pie charts after analysing data about causes of deforestation in the Amazon. In a beginners' Italian club, pupils accurately counted up to 70 in Italian and then used this knowledge effectively in a game of bingo. Older pupils in psychology demonstrated excellent understanding and use of scatter graphs and independent variables to express data.

- 3.10 Pupils' ICT skills are excellent. The use of personal devices is embedded throughout the school and pupils see ICT as a natural part of their learning. They are adept at using different platforms and a wide range of software for research, producing presentations in slide or film format and the sharing of files. In a computing lesson, Year 7 pupils created an excellent flowchart which they manipulated skilfully to control the simulated operation of a light-operated pedestrian crossing. Year 8 musicians adeptly used software to compose their own rhythms and ostinato, using Indian instruments. In the STEM club, pupils skilfully created videos using green screens and were able to explain coherently the concept of false perspective in photographs. SEND pupils make independent and effective use of voice recognition software to record their work or read text. EAL pupils confidently use translation software. Pupils commented on the enormous organisational benefits of ICT. A strength of the pupils is that they know when best to use it and when not to.
- 3.11 Pupils demonstrate highly developed and sophisticated study skills which are interwoven throughout lessons. Excellent analytical and evaluative skills were demonstrated by older pupils when describing the future development of the United Kingdom electric vehicle market and the impact of China and Germany in a business lesson. Year 9 pupils created inspirational pieces of artwork, using a variety of media, based on critical thinking from their research. Pupils displayed a natural inquisitiveness when exploring sound-activated LED lights as part of technical theatre club. Older prep school pupils discussed thoughtfully their understanding of evaporation when reasoning whether this can take place other than at boiling point. Scrutiny of written work displayed pupils' high levels of skill in synthesising information from historical extracts, for example, in the study of the tripartite education system in A-level sociology. Thoughts were well structured with balanced and well evidenced conclusions.
- 3.12 A large majority of pupils, including those in the prep schools, achieve excellent and notable team and individual success in sporting, musical, artistic and cultural arenas. Achievements outside the curriculum include exceptional success in competitions at national level in Mathematics Olympiads and challenges, Science Olympiads and instrumental and singing examinations. Many pupils are members of regional and national youth orchestras. Other areas of success include creative writing, essay and dance competitions. Pupils are highly successful regionally in team and individual sports. Success as national champions has been achieved in hockey, tennis and skiing. A number of pupils play internationally across a wide variety of sports. The rowing teams have won 25 golds already this season. In discussions, pupils commented on the involvement of many pupils in the highly popular and successful school musical and drama productions. They referred to both these and participation in The Duke of Edinburgh's Award scheme (DofE) as particular strengths of the school.
- 3.13 Pupils throughout the school demonstrate exemplary attitudes to learning. They are deeply engaged in the learning process. They show a genuine appetite for learning and extremely high levels of motivation, whether working independently, collaboratively or when taking the lead. A Reception pupil's eyes shone with delight when he announced to his peers that he was now using 'joined-up writing'. Pupils take strong leadership for their own learning, especially in the sixth form, as seen in pupil involvement in the science fair, older pupils reading outside of prescribed booklists or further mathematicians enthusiastically tackling extra questions on difficult contextual differential equations. Pupils' willingness to collaborate is evident in all areas of school life. Year 6 pupils keenly worked in pairs to solve a variety of puzzles involving pi. In drama club, pupils displayed excellent co-operation and collaboration in their joint and individual performances. Pupils do not shy away from challenge;

indeed, they thrive on it in an environment of mutual support that enables them to achieve the highest standards.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Throughout the school, pupils display great awareness of what they excel at, as well as areas that they find more challenging. Pupils are emotionally mature, perceptive and academically insightful for their age. It is clear from pupil interviews and lesson observations that they are reflective, evaluative of self and others, courageous in their perseverance, and resilient and confident in their interactions with peers and adults. This starts with the youngest children in the EYFS and continues upwards through the prep and onto the senior school. Pupils' personal development is supported by the schools' charter for wellbeing and the positive emotion, engagement, relationships, meaning, accomplishment (PERMA) framework within the strong pastoral systems of the school. Regular and frequent participation in the wide range of co-curricular activities contributes significantly to the development of pupils' strong belief in their own abilities. Praise and encouragement are used throughout the school to great effect and have a clear impact on pupils' high levels of self-esteem. A very large majority of parents in the questionnaire agreed that the school helps their child to be confident and independent. Reports seen by the inspectors illustrate pupil-led academic and personal targets, which are reflected upon at the next reporting cycle. These excellent outcomes in pupils' personal development are due to the strong commitment of senior leaders, governors and staff to providing high levels of caring and nurturing pastoral support.
- 3.16 Pupils' moral understanding is excellent, and they take full responsibility for their extremely positive, caring and supportive behaviour towards their peers. They have a strong sense of justice, as seen in a personal, social, health and economic education (PSHE) lesson discussion between Year 10 pupils about the views and behaviour of a controversial social influencer. In their PSHE lesson on radicalisation, Year 11 pupils displayed highly developed emotional intelligence and empathy when discussing the case of Shamima Begum. Pupils in Year 8 articulated passionately their belief that people must be accountable for their behaviour when considering the impact of slave traders in African countries. Older pupils in a sociology lesson demonstrated excellent prior knowledge of the concept of truth and the moralism behind its dictionary definition. Pupils taking part in the science fair demonstrated excellent moral awareness when addressing topics such as gene therapy, immune oncology and maternal mortality across the world, their discussions being well informed and conclusions balanced. The school has recently re-written the schools' rewards and sanctions policy in direct response to pupil input with a new values-driven approach.
- 3.17 Pupils' social skills are highly developed. They demonstrate excellent social awareness and their interaction with others is positive, honest and open. This is due to the strong culture of community and expectation of collaboration which exist throughout the school in response to the school's aims. In the pre-inspection questionnaire, a very large majority of parents agreed that the school helps pupils develop teamwork and social skills. Inspection evidence shows that pupils develop into considerate and empathetic young people. For example, pupils in a GCSE geography lesson worked together effectively when discussing settlement change, comparing the advantages and disadvantages of green and brown field sites in order to solve current housing needs. Younger pupils in the prep schools reading together operated as a team effectively for their age, listening to one another and moderating their own pace to complement others in the class. The rowing team commented positively on their recent training camp in France and how it has enabled them to develop as a cohesive and supportive team. In the pre-inspection questionnaire, a small minority of pupils disagreed that pupils were kind and respectful of each other. Inspectors, in their discussions with pupils found little evidence to support these responses.

- 3.18 Pupils are culturally aware and show an excellent appreciation, respect and support for the diverse nature of their community. They genuinely welcome the difference and richness that this brings. Pupils are extremely tolerant and caring and show sensitivity and an unquestionable and unspoken respect for those from different backgrounds and traditions. This was clearly seen in lessons and is evident in the varied friendship groups within the school. Almost all parents who responded to the questionnaire felt that the school encourages respect and tolerance of other people. Further evidence of this can be found in largely pupil-led societies such as the pride society, the African, Caribbean and Asian (ACAS) society and the female lead and equality society, all of which successfully raise awareness of diversity within and beyond the school. In the flourishing model United Nations society and Amnesty International club pupils address and debate with knowledge and sensitivity, international issues. There is even a 'club with no name' for those pupils who are struggling to find where they feel most comfortable socially.
- 3.19 Pupils throughout the school have a strong social conscience and an excellent awareness of their social responsibilities to others and the wider world. They contribute extremely positively and willingly to the school and local communities, and to society more broadly. The school fully meets its aim to create a sense of community where pupils are sensitive to the needs of others. Pupils from both senior and prep schools talk positively about the various roles for them within the school that enable them to support their peers. These include school prefects, prep schools leadership team, house captains, school council and eco-committee members, peer buddies for the younger pupils and PSHE, mathematics and STEM ambassadors. Pupil leaders take their responsibilities seriously and model responsible behaviour in the school. Pupils are highly aware of issues relating to inequality and express this most effectively through pupil-led whole-school and house-based charity work. They raise funds for charities locally such as foodbanks, care homes, homeless shelters and refugee charity projects. A recent house-based event, the fashion arts showcase on the topic of diversity, raised a significant sum of money for charities supporting girls, women and primary school children abroad. Pupils spoke most enthusiastically of their community-based volunteer work, such as gardening, litter-picking and friendship hour, and of the difference they felt they are making.
- 3.20 Pupils throughout the school are fully aware of the need to make careful, thoughtful and informed choices. They appreciate that decisions they make about academic work, relationships and their own feelings will impact upon their success, development and wellbeing. The school councils make meaningful decisions about different aspects of school life, which are readily implemented by the school. These have included changes to the school uniform, choice of hairstyles and food provision in the dining hall. The style of teaching forces pupils into decision making in every lesson. For example, in a textiles lesson pupils made confident decisions about which materials to use for their designs, secure in their excellent understanding of the properties of different fabrics. In Reception, children enthusiastically choose which activity they want to do first, resulting in a positive start to their day. In a Year 3 lesson, pupils imaginatively discussed and then decided on the images and colour to use for a new road sign for the crossing outside school. Older pupils commented on how they have benefitted from the comprehensive careers provision that has enabled them to make informed higher education and career choices. Pupils make daily subconscious decisions to be quietly determined, with high aspirations.
- 3.21 Pupils of all ages have a well-developed level of spiritual understanding, a strong sense of belonging and an appreciation of the non-material aspects of life. In their geographical studies, they show care and concern for the state of the world and the impact of human decisions on it. The power of unenforced silent reflective contemplation was clearly seen in a sixth-form assembly. Pupils spoke highly of their links with the local church, as well as of the numerous clubs available for those of all faiths and none. Reception pupils displayed their awe and wonder of nature when watching a video on the growth of frog spawn into a frog. Pupils talk enthusiastically about and display much appreciation for the aesthetic joys of the beautiful and diverse range of pupils' artwork found throughout the school. Older pupils in their dance studies spoke passionately about their thoughtful and perceptive analysis of movement and how it portrays feelings and emotions.

- 3.22 All pupils show a balanced and mature understanding of the fundamental aspects of staying physically and mentally healthy and are able to relate these readily to their own lives. They are aware of the need for a healthy diet and exercise and make choices that will actively support them to achieve this. Pupils value all the opportunities in the PSHE curriculum to reflect on and demonstrate their awareness of mental health issues. They feel positive that they know how to access support for themselves, their peers and everyone in their school community. The wellbeing newsletter and the Surbiton Cope (SCOPE) days, which at the time of the inspection focused on health and wellbeing, play a key part in this. In the pre-inspection questionnaire, almost all pupils agreed that they know how to stay safe online, and that they feel safe and secure in school. This was supported by an overwhelming majority of parents who responded to the questionnaire and confirmed by inspection evidence.

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

Mr Michael Evans	Reporting inspector
Mrs Penny Austin	Accompanying reporting inspector
Mr David Tickner	Compliance team inspector (Headmaster, SofH school)
Mrs Angela Alsop	Team inspector (Former deputy head, IAPS school)
Mr Stephen Cole	Team inspector (Former headmaster, HMC school)
Mrs Jane Huntington	Team inspector (Former head, ISA school)
Mrs Linda Smallwood	Team inspector (Former deputy head, GSA school)
Mr Stuart Thompson	Team inspector (Former deputy head, GSA school)
Ms Caroline Williams	Team inspector (Head of pre-prep, IAPS school)