



INDEPENDENT SCHOOLS INSPECTORATE

ST GEORGE'S COLLEGE WEYBRIDGE

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

St George's College Weybridge

The junior school was inspected at the same time and a separate report published.

Full Name of College	St George's College Weybridge
DfE Number	936/6092
Registered Charity Number	1017853
Address	St George's College Weybridge Weybridge Road Addlestone Surrey KT15 2QS
Telephone Number	01932 839 300
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Email Address	contact@st-georges-college.co.uk
Head	Mr J A Peake
Chair of Governors	Mrs K Quint
Age Range	11 to 18
Total Number of Pupils	889
Gender of Pupils	Mixed (567 boys; 322 girls)
Inspection dates	18 Jan 2011 to 19 Jan 2011 16 Feb 2011 to 18 Feb 2011

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection 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 January, 2005.

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 2010*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, 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 of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St George's College is situated in Weybridge, Surrey. Originally founded as a boys' school in 1869 by the Congregation of Josephites, it is now a co-educational Roman Catholic day school for pupils from the ages of eleven to eighteen. Its own junior school is located on a separate campus about two miles from the college site. There are 889 pupils in the college, with 230 in the sixth form. The numbers of boys and girls are 567 and 322 respectively. A single governing body has oversight of all sections of the school.
- 1.2 The college seeks to inspire a love of learning and to encourage all to fulfil their aspirations and potential within an atmosphere of mutual respect and compassion where all students are valued. In addition, it strives to promote the Josephite tradition which encourages a strong sense of all belonging to one family which encompasses the wider world. Since the last inspection, in January 2005, there has been a new chair of governors and parts of the site have been redeveloped to provide a new sixth-form centre, theatre, staff common room and an all-weather hockey pitch which is used as a national centre for hockey tournaments.
- 1.3 Pupils come from a range of backgrounds and, although a Roman Catholic college, those of other Christian traditions are welcomed allowing all to develop their ethical, spiritual and moral values. The pupils come from a wide range of social and ethnic backgrounds. A small number of pupils leave the college after GCSE to continue their education in local maintained schools and, with very few exceptions, sixth-form leavers proceed to higher education, some after a gap year.
- 1.4 Standardised national assessment tests show that the ability profile of the college is above the national average, with many pupils far above the national average. The school has identified 109 pupils as having learning difficulties and/or disabilities (LDD), with eighteen receiving specialist learning support from the school and two funded by a local authority. There are 26 pupils for whom English is an additional language (EAL), and each receives support as is appropriate for their stage of acquiring the language.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the college. The year group nomenclature used by the college and its National Curriculum (NC) equivalence are shown in the following table.

College	NC name
Year 1	Year 7
Year 2	Year 8
Year 3	Year 9
Year 4	Year 10
Year 5	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils throughout the ability range are very successful in their achievements, learning and personal development. The college is successful in meeting its Josephite traditions of encouraging a strong sense of family where all pupils are valued and encouraged to fulfil their potential in an atmosphere of mutual respect and compassion. Pupils make good progress towards achieving excellent academic standards in relation to the national average at GCSE and good standards at A level. Excellent teaching which is lively and encouraging also enhances pupils' achievements. However, there are some inconsistencies in marking and report writing. Pupils' excellent behaviour and attitudes to their studies are significant factors in their all-round successes. There is much success in non-academic areas of college life and the wide choice of activities available adds significantly to the pupils' educational experience and complements the excellent taught curriculum.
- 2.2 Pupils' personal development is excellent and, as at the time of the last inspection, is a major strength. Excellent pastoral care, welfare arrangements and health and safety procedures all underpin pupils' strong personal development. Numerous opportunities for responsibility throughout the college allow pupils to contribute to their community in a positive way. Pupils thoroughly enjoy their time in the college. They relish the challenges set them in curricular and extra-curricular areas and thrive on the expectations on them to succeed. Pupils' awareness of those less fortunate than themselves manifests itself in their pro-active approach to charitable giving.
- 2.3 The governing body has excellent oversight of all aspects of the college and, together with senior managers, has responded extremely well to the recommendations from the last report relating to greater investment in information and communication technology (ICT), a review of the curriculum and improved communication in strategic planning. Working very closely with the headmaster, governors have ensured that the college successfully achieves all its aims and has a clear vision for further development. Governors have been very rigorous in carefully following their recruitment procedures. Leadership and management are excellent. Robust and extremely effective policies and procedures fully support pupils in their academic and personal development. Heads of department are diligent in their planning, and they are working hard in their role of monitoring the quality of teaching and learning. However, there are some inconsistencies in this monitoring, leading to differences in the quality of assessment of pupils' work and the reports to parents. Development planning is well co-ordinated between governors, senior staff and department heads. The college promotes excellent links with parents, whose replies to the pre-inspection questionnaire were highly favourable. A small number felt that the level of support for pupils with LDD or for those identified as gifted and talented is insufficient. The inspection findings do not support this view.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 At the time of the initial visit, the college met all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

2.5 The college is advised to make the following improvements.

1. Improve the consistency of marking and assessment of pupils' work by building on existing excellent practice.
2. Further enhance the quality of reports to include clear strategies for pupils to effect greater progress and higher attainment.

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 of achievement and the quality of pupils' learning, attitudes and skills are excellent, meeting the college's aim of inspiring a love of learning and encouraging pupils to fulfil their aspirations and potential in an atmosphere of mutual respect and compassion. This quality of achievement is the result of pupils' commitment to working hard, their love of intellectual challenge, strong teacher-pupil relationships, and teaching that is encouraging and fosters application.
- 3.2 Pupils' speaking and listening skills are well developed. In interviews with inspectors, pupils spoke articulately and positively about their college life. They listen willingly to one another's views and, in modern languages in particular, show sophistication in speaking and listening. Pupils' writing skills are very strong, with well-crafted essays being a feature from the start of their time in the college. The high volume of pupils' written work and its excellent presentation are particularly noteworthy. Many are very talented in the aesthetic subjects, as evidenced in the creative displays around the college, and they show confidence in the performing arts. Pupils' ICT skills are good and used effectively in some subjects for research, presentation and data handling. This was demonstrated particularly well in a Year 13 technology lesson when pupils were using computers to research, design and programme robotic machines. Pupils with LDD and/or EAL achieve very well. As they progress through the college, pupils recognise the need to take more responsibility for their learning and value opportunities to do so. The strength of pupils' achievement is seen in the high proportion of leavers gaining places at their first choice of university.
- 3.3 The strength of pupils' academic achievement is matched by their success beyond the classroom. Many awards are gained in mathematics and science Olympiads, and performance in music and drama examinations is high. Participation in The Duke of Edinburgh's Award scheme (D of E) is strong, with a large number of awards being completed. Sports teams and individuals achieve a wide range of successes; achievements in hockey, tennis and rowing are notable features, with teams reaching national finals and individuals selected to represent their country. The college also enjoys success in sports such as rugby, cricket, netball and athletics.
- 3.4 The following analysis uses the national data for the years 2007 to 2009. These are the most recent three years for which comparative statistics are available. Results at GCSE are far above the national average for all maintained schools and similar to that for maintained selective schools. At A level, results have been good when compared with the national average for pupils in all maintained schools, and above those for maintained selective schools. Results in International GCSE (IGCSE) mathematics have been above the average for UK schools, where the benchmark is high. At GCSE, two-thirds of the grades were A* or A, and at A level, over three-quarters of the grades were A or B. The results at both levels were good in relation to the ability of the pupils and indicative of good progress over time. Nationally standardised measures of progress confirm that progress to GCSE and in the sixth form has been better than the average for pupils of similar ability.
- 3.5 Pupils have very positive attitudes to learning. They settle quickly within class, show good humour and have a committed approach to their studies, asking probing

questions, both to check understanding and to further their interest in the topic. They show enthusiasm and determination, and collaborate well with one another, for example in science and games lessons. Their willingness to support and encourage each other in their learning is a strong feature of lessons.

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

- 3.6 Both the academic curriculum and the programme of extra-curricular activities are excellent. The education provided is suitable for all ages and abilities and, as a result, pupils reach high standards in a wide range of subjects. The curriculum supports the aims of the college in seeking to inspire a love of learning and encouraging all to fulfil their aspirations and potential. The college has responded fully to the recommendations of the last inspection in reviewing the curriculum and it is continually evaluating and reviewing provision at all levels.
- 3.7 The broad based curriculum in Years 7 to 9 provides the opportunity for pupils to develop particular interests. In Year 9 separate sciences are introduced and three modern languages are offered. Technology is offered to all students throughout these years and ICT lessons are compulsory from Years 7 to 10 with pupils working for the European Computer Driving License (ECDL) qualification. All pupils take religious studies (RS) GCSE at the end of Year 10. At GCSE and A level, pupils are given a wide range of subjects to choose from and they appreciate the flexibility of choice offered by the college, allowing individual subject combinations to be met. Academic challenge is also facilitated by the opportunity to take additional maths and 'fast track' French at GCSE. Curriculum links between the junior school and the college are strong. Each department nominates a junior school link and some music and physical education (PE) staff teach in both schools.
- 3.8 A well-structured personal, social and health education (PSHE) programme includes topics such as relationships, study skills, citizenship and the pastoral group as a caring community. It encompasses much of the college's careers programme, which is of a high quality and for which an Investor in Careers award was gained in 2006 and again in 2009. Pupils are well prepared for choosing their GCSE and A level options and for university application and other career paths.
- 3.9 Pupils with LDD are identified and the support they receive is highly effective. Detailed information is given to staff regarding pupils' individual needs. More able pupils are given excellent opportunities through setting in some subjects, and through the extension activities offered to academic scholars plus a few students nominated by different combinations of departments.
- 3.10 An outstanding range of extra-curricular activities is available, which enriches the pupils' educational experience and is a major strength of the college. Pupils appreciate the wide choice available to them. Participation is widespread and monitored by staff. Opportunities for participation in sport, music, drama, art and the D of E scheme are supplemented by clubs such as European cookery and numerous expeditions at home and abroad.
- 3.11 Community links are fostered through a range of charity work, with pupils taking increasing responsibility as the programme develops through the college. Pupils benefit from links with both the local and the global Josephite communities. There is an innovative outreach programme for sixth-formers to teach RS in nearby primary

schools. The Kennedy Club allows senior pupils to gain a wealth of experience working with adults with severe learning difficulties.

3.(c) The contribution of teaching

- 3.12 The quality of teaching is excellent, and is highly effective in promoting pupils' progress. Praise and encouragement are deployed to good effect, and this adds to pupils' enjoyment of their work and supports the college's aim by instilling a love of learning.
- 3.13 Lessons are meticulously planned, and teachers make effective use of the high quality of accommodation, equipment and resources available to them, for example, the new sixth-form teaching block, the spaces available for performing arts and the facilities in technology. Teachers are well qualified; the level of their knowledge and expertise is high. Opportunities for teachers to observe each other and to discuss effective teaching methods across departments have begun and the college is aware of the need to develop this further.
- 3.14 The best lessons offer fast pace, enthusiasm, an imaginative variety of activities, and a willingness to challenge pupils and build on their ideas, enabling pupils to take an active role and promote independent learning. In the minority of less effective lessons, engagement, energy and challenge were less evident, limiting pupils' progress. In all lessons a well-disciplined atmosphere is created, which encourages effective learning. Working relationships with pupils are excellent. Pupils appreciate the unstinting support they receive from their teachers, who give freely of their time to assist groups and individual pupils through formal and ad hoc sessions. Teachers pay excellent attention to the needs of individuals and, where necessary, tailor their demands accordingly. A highly effective system is in place to support LDD and EAL pupils and a challenging cross-curricular extension programme for more able pupils is being developed. The provision of ICT hardware and software has markedly increased, as recommended in the last inspection report. Most teachers make good use of these facilities, for example, in languages where 'drag and drop' exercises were used to consolidate grammatical points, and in mathematics where a rocket game was used to illustrate negative indices. Pupils and staff appreciate the proactive approach of the library staff and enjoy ample access to computers, and the generous stock of books, CDs and DVDs, magazines, newspapers and periodicals.
- 3.15 Marking of books and files, at its best, is very thorough, diagnostic, formative and warmly encouraging, but it is uneven in quality and quantity both between and within departments and frequently it is too perfunctory. Pupils say that they are often given verbal feedback in lessons, and know what they have to do to make progress. The ongoing checking of understanding and helpful oral advice enable pupils to grasp concepts. Most pupils understand the grading system and find it informative.
- 3.16 Pupils' performance and potential are assessed using nationally standardised data. A large accumulation of assessment data is used systematically to check pupils' progress. Tracking and target-setting programmes stimulate pupils' effort and motivation. A new target-setting process has been introduced, which has raised expectations for sixth-form students and encouraged greater dialogue between teachers, pupils and parents. The college is aware of the need to make this system less cumbersome. Formal reports provide a good insight into pupils' progress but, particularly for pupils of higher ability, do not always indicate strategies for further improvement, thus limiting their greater progress and higher achievement.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of pupils' personal development is excellent, promoted fully by the outstanding relationships that exist within the college. It is enhanced by a highly developed sense of community and the dedicated care shown to pupils by a totally committed staff. The college fully achieves its aim of offering a complete Catholic education imbued with the spirit of the Josephite tradition by developing ethical, spiritual and moral values, inspiring a love of learning, fulfilling aspirations and potential in an atmosphere of mutual respect and compassion. Numerous opportunities are provided to encourage pupils to be creative, use initiative and develop a sense of responsibility, adaptability and care.
- 4.2 Pupils' sense of the spiritual is excellent. A profound sense of spiritual awareness pervades the college community. It is deeply rooted in the Josephite code underpinned by a united vision evident in the close workings of the chaplaincy in all aspects of college life and further strengthened by the PSHE programme, the RS syllabus and other academic subject areas. Pupils benefit from the many opportunities to live out the Josephite ethos in practice with its eight qualities. There are regular opportunities for reflection, for Mass, for collective worship, for liturgical music, for retreats, and charity work. This results in a strong sense of family spirit leading to genuine affection and mutual respect and creating an environment in which all individuals are valued for being themselves.
- 4.3 Pupils are tolerant and respectful of the values and views of others. Kindness, hospitality and warmth pervade and are reflected in excellent standards of behaviour. Many pupils make a significant commitment to regular service within the college, within the local community and to the Josephite community internationally. Pupils are very aware of the difference their support can make to the lives of those less fortunate than themselves. All pupils know right from wrong and behave with integrity and a sense of responsibility. These values are underpinned by an effective programme of assemblies and tutor group discussions reflecting Josephite principles such as politesse, douceur and hospitality.
- 4.4 Pupils are extremely well developed socially and display high levels of confidence and self-worth, derived from a supportive and secure learning environment. Opportunities for leadership, responsibility and teamwork abound; for example, the college council which represents the pupil voice clearly, and charitable work such as the Kennedy Club run by Year 12 and 13 pupils. These result in friendly, confident, and well-balanced pupils who appreciate the many opportunities they have, and who want to make an effective contribution both within the college and in the wider community. There is a deep focus on charitable giving as well as the cherishing of links with other Josephite schools, such as the one in the Congo, and the valuing of the school's membership of a pilgrimage trust with its annual pilgrimage to Lourdes.
- 4.5 Pupils' cultural awareness is highly developed. They have an understanding of their heritage through their studies of literature, art, drama and music, and they learn about other cultures in subjects such as modern languages, PSHE, geography and history. Pupils appreciate religious diversity through the RE curriculum which covers a range of faiths and traditions. An extensive and varied programme of trips and expeditions both in this country and abroad offers further awareness of other cultures.

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

- 4.6 The excellent strength of pastoral care noted in the last inspection is still a notable feature of the college's success, with the result that harmony and tolerance permeate all aspects of college life. Support and guidance for pupils are excellent and a major strength of the college. They clearly arise from the college's distinctive Josephite ethos and its aim to be a place where all students are individually known.
- 4.7 Robust pastoral structures with frequent and regular meetings of the pastoral teams throughout the college focus on the needs of individual pupils and ensure that information is effectively disseminated amongst relevant staff. The college is continually reviewing the extent to which pupils meet the college's aim to fulfil their potential. Links between academic and pastoral monitoring and support are close. The tutor group forms a strong pastoral centre. Pupils value the regular opportunities for one-to-one discussion of progress with their tutor or year head, and said how much they appreciated this support and the ways in which it fosters their progress. The services of the counsellor are well used and valued by both staff and pupils.
- 4.8 Relationships between pupils and between pupils and staff are excellent with a clear ethos of mutual respect and compassion. The unfailingly courteous, but good-humoured, behaviour of pupils is evident throughout all areas of the college. Older pupils have opportunities to take an active role in supporting younger pupils, for example, the mentoring offered by Year 11 students to new Year 9 entrants helps them to appreciate the ethos of a strong sense of family.
- 4.9 The college is strongly committed to supporting and safeguarding its pupils, both in its documentation and in practice. In discussions, pupils commented that they feel extremely safe in the college, that bullying incidents are rare and staff deal with them promptly and effectively when necessary. The college's approach to behaviour is to guide pupils towards a high level of self-management, supported by merits and the pupil mentoring programme. Pupils are encouraged to formulate collective codes of behaviour and targets, which are often prominently displayed in form rooms. The aim for high standards of behaviour and respect for the opinions, beliefs and needs of others is borne out in practice. In response to the pupil questionnaire, some felt that sanctions were unfairly given, but pupils across all years, in discussion with inspectors, did not uphold this view. Serious disciplinary issues are rare but are dealt with in accordance with the disciplinary policy.
- 4.10 The safeguarding of pupils and all health and safety procedures are excellent. All staff are appropriately trained in child protection. Record keeping is immaculate and a model of efficiency. Measures are taken to reduce the risk of fire and other hazards, with comprehensive risk assessments covering all areas of college life, overseen by the health and safety committee, which includes governors. An accessibility plan has been written which is designed to improve the educational provision for those pupils with disabilities and has been implemented in practice in the building of the new sixth-form centre. The medical centre is well managed and resourced, the staff providing a good quality of medical and pastoral support. Pupils understand very well the importance of choosing a healthy diet and participating in physical exercise. They enjoy a good choice of nutritious meals. The admission and attendance registers have been accurately maintained.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance and governors' oversight of the college are excellent. The excellent standards of pupils' achievements and personal growth testify to governors' clear vision and strong strategic thinking, which enable the college to meet its aims. Governors successfully keep abreast of their responsibilities, attending courses on governance as well as participating in in-house training. They are strongly involved in financial matters and the educational and longer-term strategic planning of the college. They have supported the carrying out of the recommendations of the last inspection report by investing strongly in ICT and improving communications in strategic planning so that all staff now have more opportunities to contribute to the identification of needs and the setting of priorities. Governors receive regular written and verbal reports from the headmaster and teaching staff which give them a very clear insight into the college, its achievements and its challenges. They gain further good insight into the workings of the college through regular visits and meetings with staff. They have sampled pupils' experience, shadowing a pupil throughout a college day, observed teaching and interviewed pupils. The governors' oversight of pupils' welfare, health and safety is excellent. All governors have some responsibility for overseeing the running of the college including child protection.
- 5.2 The governing body offers excellent support for the college's future development through their extensive continuing investment in high quality staff, accommodation and resources. Financial planning is excellent. The dedication and involvement of the governing body is of great benefit to the college, enabling purposeful management and inspiring similar levels of dedication from the staff who appreciate greatly governors' support.

5.(b) The quality of leadership and management

- 5.3 The quality of leadership and management is excellent and is highly effective in fulfilling the college's aims. It is characterised by a common sense of purpose among members of the senior management team (SMT) which is clearly articulated to all groups within the college community. The members of the SMT have complementary skills. They are energetic and enthusiastic, setting a tone that benefits the whole college community. A strong feature of the SMT is its awareness of areas for improvement. They provide a clear sense of educational direction and have a shared vision for the future of the college.
- 5.4 The success of the leadership and management is reflected in the significant all-round achievements of the pupils and their level of personal development. The college development plan, which is clearly linked to the college's aims and sets out clear targets and perceived areas for further progress, has had wide staff consultation and involvement. In this respect, the college management has responded fully to the recommendation of the last report to share strategic planning more widely across the college community so that staff may have more opportunity to contribute to the identification of needs and the setting of priorities. Policies and procedures are regularly reviewed and monitored, but the quality of marking and assessment of pupils' work and reporting is not uniform either within or between departments. Annual appraisal systems are fully operational, and all departments

and their staff are involved in self-evaluation. Staff meetings at various levels are held frequently and decisions effectively communicated. Training and professional development for staff take place regularly, including matters relating to safeguarding, welfare, health and safety. The responses to the parental survey indicated an extremely high level of satisfaction with the college's leadership and management.

- 5.5 The administration of the college is highly efficient, reflecting the sense of order and calm efficiency that characterise its day-to-day running. The reception of visitors is friendly and understanding. The college has in place extremely thorough arrangements for checking the suitability of staff and governors. Record keeping is immaculate. Financial management is thorough and careful. Catering and the promotion of healthy eating are excellent. The grounds are extremely well maintained and developed, and cleaning is to a high standard.

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

- 5.6 Links with parents are excellent. Parents are highly satisfied with the education and support provided for their children, the values promoted and with the quality of communication with the college. Those parents who responded to the questionnaire were overwhelmingly supportive of most aspects of the college's work. Inspectors agreed with the parents' positive views. Some concern was expressed about the provision for pupils with LDD or EAL or who have been identified as gifted and talented, but the inspectors found no evidence to support this view. The provision for pupils with LDD and EAL is highly effective and there is a programme of extension activities for the gifted and talented.
- 5.7 The college makes excellent use of email in contacting parents, encouraging them to contact the college straight away to discuss any concerns with the tutors, the subject specialist or senior staff. Parents are made to feel very welcome by the college and they have a number of opportunities during the year to be actively involved in discussing the work and progress of their children. Many parents attend the numerous concerts, plays and sporting events. An active parents' association organises fund-raising activities for the college. The website is an excellent tool which is fully utilised to communicate college news and all the required information to parents of current and prospective pupils. Regular newsletters keep parents informed of the activities occurring as well as the successes of the pupils both in and out of college. Parents receive frequent, clear and useful reports about their children's work and progress although there is not always an indication about how further progress and higher levels of attainment can be achieved.
- 5.8 The college handles the concerns of parents with due care and attention in accordance with the guidelines set out in the college's complaints procedure policy.

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 chair 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

Dr Stuart Nuttall	Reporting Inspector
Mrs Perdita Davidson	Deputy Head, GSA school
Mr Peter Hamilton	Head, HMC school
Dr David Lamper	Head, HMC school
Mrs Jean Smith	Director of Studies, GSA school