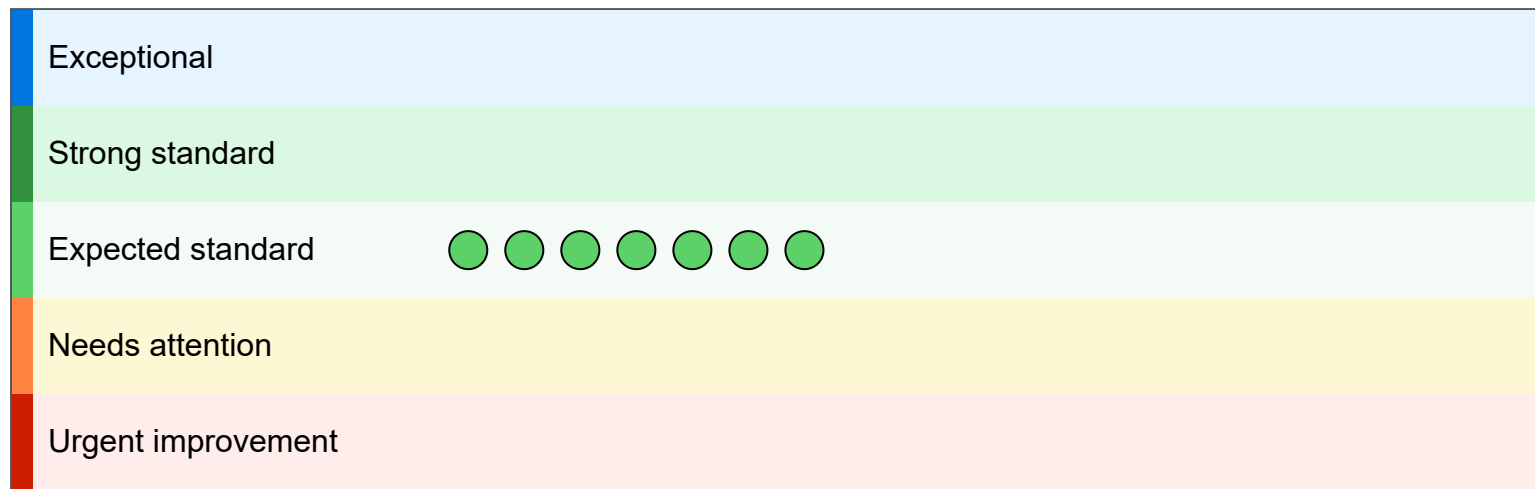


Amersham School

Address: Stanley Hill, HP7 9HH

Unique reference number (URN): 137343

Inspection report: 2 December 2025



✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils make positive progress from their starting points. In most subjects, pupils can confidently talk about their prior learning and how this underpins what they are learning now. The majority of pupils achieve well. At both GCSE and in the sixth form, many outcomes are above average. Overall, pupils are well prepared for their next stage of education.

Pupils with special educational needs and/or disabilities (SEND) receive effective support that allows them to access the same curriculum as their peers. As reflected in the published data, this helps many pupils with SEND to achieve well.

Typically, disadvantaged pupils achieve well. That said, a small number of disadvantaged pupils do not achieve as well as they could. This is because they miss important learning due to absences.

Pupils typically secure foundational knowledge in reading, mathematics and spoken communication. Written communication is less successfully developed and remains a focus of school development.

Attendance and behaviour

Expected standard 

Most pupils attend school regularly and enjoy the school's engaging and welcoming atmosphere. The school is diligent in making sure all pupils and families recognise the importance of high attendance. In previous years, pupils in receipt of the pupil premium have not attended school often enough. This has had a negative impact on their learning. Leaders have taken actions to address this, which have shown some positive improvements in attendance for these pupils and continues to be an appropriate priority for the school.

Pupils report that this is a kind school. Bullying is not something that worries them, and pupils are respectful of each other's differences. They know that any incident of bullying or discrimination would be quickly dealt with. Behaviour is calm and settled. Positive nurturing relationships are evident in the way that pupils and staff speak about one another. Staff know pupils well and respond sensitively when pupils need help. Pupils have positive attitudes to learning and are able to study in class without interruption. Pupils make responsible choices about how to spend their time at breaktime and lunchtime. The canteen and other shared spaces are calm and well managed. Pupils value these sociable and welcoming places.

Curriculum and teaching

Expected standard 

The curriculum is ambitious for all pupils. Its design across subjects helps pupils to build on what they already know. Leaders use their school development cycle to understand where any curriculum areas may need further refinement. This helps to ensure that improvements are made where necessary, in a timely and structured manner.

Teachers demonstrate secure subject knowledge across the curriculum. This has been supported well by the school. Leaders provide staff with evidence-based research on teaching and subject content. This is used well to design learning activities that focus on the important knowledge set out in the curriculum.

The school knows that some pupils need extra help to develop their reading and communication skills and that these are essential for success in school and in later life. Reading support is targeted and impactful. However, the way the school promotes equally high standards in writing is less well developed. Support for pupils' writing, including in the sixth form, is not as precisely targeted. This means that it is less effective. The school recognises this and is working to ensure that all staff recognise the importance of accurate writing, as well as providing effective targeted support where pupils need it most.

Inclusion

Expected standard 

Leaders have a detailed understanding of any potential barriers to pupils' learning. Pupils' individual needs or vulnerabilities are considered as soon as they join the school. Teachers use this information to adapt teaching and provide support, including appropriate use of alternative provision, external education professionals and external agencies.

Frequent staff training helps teachers know how to reduce any barriers to learning, meaning lessons provide a supportive environment for all pupils. Leaders systematically check how well staff training is implemented, and they know where it has been most impactful for pupils. Where there is more to do, such as ensuring that pupils in receipt of the pupil premium achieve and attend as well as possible, the school systematically checks, develops and improves processes. As a result, these pupils' barriers to learning are increasingly well addressed.

Pupils benefit from the flexible support they receive. This includes those with special educational needs and/or disabilities and pupils known (or previously known) to social care. They appreciate how well the school knows them, and their families, and the care they receive. As a result, these pupils are well cared for and thrive.

Leadership and governance

Expected standard 

Leaders have a detailed understanding of the school, its pupils and its context in the local community. They are highly ambitious for every pupil and unfailingly act with pupils' best interests in mind. As a result, the school and staff serve pupils well, as shown by pupils' positive dispositions, above-average outcomes and wide-ranging destinations.

Systems to check and monitor school performance are effective and mean leaders are quick to identify and prioritise areas that could be improved.

Governors recognise and understand their statutory duty. They are strategic in their approach and ensure that their knowledge and skills reflect the needs of the school. Governor training, including safeguarding, is timely and carefully targeted.

Staff benefit from effective professional learning that helps them ensure that pupils succeed at school. Teachers at the start of their careers benefit from the guidance and training put in place for them by leaders. This helps them to further develop their expertise as a teacher.

Staff are positive about the way that leaders manage their wellbeing and workload, as well as ensuring that the school is a positive place to work. They are proud to work at the school. Staff care deeply about pupils and are dedicated to maintaining the school's highly enabling culture.

Parents are highly positive about the school. They appreciate the individualised care that their children receive and recognise staff's ambition for each pupil.

Personal development and wellbeing

Expected standard 

Pupils have a deep appreciation of right and wrong. They recognise the need to treat others with respect. This is evident in how they talk about and treat each other in school.

Pupils have a secure understanding of the well-planned personal development programme. They confidently recall what they have learned about staying safe, including the risks of drugs and alcohol. Pupils have an appropriate understanding of healthy relationships and consent.

The school ensures that pupils learn about different faiths and cultures and the protected characteristics. While pupils recognise their importance, these aspects are less fully developed than other parts of their personal development learning. For example, while pupils know to reject both discrimination and prejudice, they do not necessarily understand the special legal status that the protected characteristics have beyond this. As a result, they are not as well prepared for life in modern Britain as they could be.

Pupils value the wide range of clubs and visits on offer. Sports clubs are particularly popular with pupils. Pupils appreciate how their tutors recommend activities that benefit or suit them individually. Disadvantaged pupils and those with special educational needs and/or disabilities frequently take part in the range of clubs.

The school's student council draws representatives from across the different groups that make up the school community. Student councillors are delighted to volunteer. They participate widely in school life and organise charitable fundraising events, such as bake sales.

Pupils benefit from an appropriate, impartial careers information, education, advice and guidance programme. Pupils learn about potential careers available to them after they leave school.

Post 16 provision

Expected standard 

Across the sixth form, students learn and achieve well in both BTECs and A-levels. Leaders use their detailed understanding of students' starting points and their future ambitions to ensure that the curriculum helps them to progress. This includes students with special

educational needs and/or disabilities. Many students go on to gain places at university or apprenticeships when they leave.

Teachers' subject knowledge is secure, and students benefit from carefully crafted learning activities. Students confidently explain their understanding and demonstrate a depth of knowledge. Well-embedded independent research skills are also evident across lessons.

Careers support and in-school opportunities help students to build their experiences and confidence. The school provides students with access to alumni or local professionals. This helps them understand how to access the world of work.

Sixth-form personal development helps students to understand how, as young adults, to keep themselves safe and identify risks. Leaders use their knowledge of individual students to ensure that they receive any additional help they need. As a result, students are very proud to attend and feel well cared for. This helps them to be ambitious when considering their futures.

What it's like to be a pupil at this school

Pupils are very happy at school. They appreciate that their teachers know them well, and they feel cherished as individuals. As a result, potential barriers to learning are identified and reduced.

Pupils enjoy their learning. They value their lessons and appreciate the way the curriculum gives them choices. This keeps learning fresh as they progress through the school. Pupils of all ages benefit from the extensive range of clubs and activities on offer. Teaching about fundamental British values, staying safe and respect helps pupils to know how to treat each other well. The school ensures that pupils are well prepared for their next steps. Pupils are well informed about the range of options they have after they complete their GCSEs or post-16 courses.

Students in the sixth form particularly like the way that the curriculum is designed to help them achieve their ambitions. For example, human biology supports students' future careers in sports coaching, medical fields and childcare. Whatever students' future plans, they receive targeted help and support to maximise their chances of success.

Pupils achieve well. Outcomes in many examination subjects are above the national averages. Post-16 students do particularly well in BTEC qualifications. Students benefit from what the school does to support them in their learning and to prepare them for their next steps.

Pupils' behaviour and attitudes to learning are positive. They take pride in how welcoming the school is. Shared spaces are friendly and vibrant. Pupils say that bullying is very rare. They are certain that it would be quickly dealt with should it occur. Similarly, if they have concerns, they know that staff would take their worries seriously. Most pupils attend well. The majority of pupils who need extra support with attendance benefit from the help that the school provides.

Next steps

- The school should continue to ensure that pupils of all ages are supported to write with accuracy and fluency as part of the school's focus on strong foundations.
 - The school should ensure that disadvantaged pupils remain a high priority in the school's monitoring systems so that the gap between disadvantaged pupils' attainment and attendance and that of others closes.
 - Leaders should ensure that pupils develop secure and detailed knowledge across all aspects of the personal development programme so that they are well prepared for life beyond school.
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About this inspection

This school is part of Amersham School Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sharon Jarrett, and overseen by a board of trustees, chaired by Neil Spencer.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspectors held meetings with the headteacher, senior leaders, special educational needs and disabilities coordinator, curriculum leaders and other staff.

Inspectors visited a sample of lessons, spoke to pupils about their learning and looked at samples of pupils' work.

Inspectors examined a range of documentation provided by the school, including leaders' self-evaluation and improvement plans.

Inspectors considered the responses to Ofsted Parent View. They also took into consideration the responses to Ofsted's surveys for staff and pupils as well as speaking to staff and pupils throughout the inspection.

The inspectors confirmed the following information about the school:

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The school makes use of 4 alternative provisions, including 2 that are unregistered.

Headteacher: Sharon Jarrett

Lead inspector:

Ed Mather, His Majesty's Inspector

Team inspectors:

Michelle Payne, His Majesty's Inspector


Paul Grundy, His Majesty's Inspector

Stephen Cattell, His Majesty's Inspector

Tash Hurtado, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 2 December 2025

School and pupil context**Total pupils**

1,052

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,040

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,152

Pupils eligible for free school meals (FSM)

13.82%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

6.37%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

16.54%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	54.6%	45.2%	Above
2023/24	53.3%	45.9%	Close to average
2022/23	56.1%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	49.5	45.9	Close to average
2023/24	50.3	45.9	Close to average
2022/23	51.4	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	0.34	-0.03	Above
2022/23	0.44	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	17.9%	25.6%	Close to average
2023/24	21.7%	25.8%	Close to average
2022/23	19.0%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	30.2	34.9	Close to average
2023/24	33.8	34.6	Close to average
2022/23	38.0	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	-0.57	-0.57	Close to average
2022/23	-0.36	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	17.9%	52.8%	-35.0 pp
2023/24	21.7%	53.1%	-31.4 pp
2022/23	19.0%	52.4%	-33.4 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	30.2	50.3	-20.1
2023/24	33.8	50.0	-16.2
2022/23	38.0	50.3	-12.3

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24	-0.57	0.16	-0.73
2022/23	-0.36	0.17	-0.53

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers	91%	91%	Average
2022 leavers	96%	93%	Average
2021 leavers	95%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2023/24	33.73	34.38	Close to average
2022/23	30.76	34.16	Below
2021/22	32.83	37.86	Below

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2023/24	0.41	0.00	Above

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	7.5%	7.7%	Close to average
2023/24	8.7%	8.9%	Close to average
2022/23	9.7%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	18.8%	21.1%	Close to average
2023/24	25.2%	25.6%	Close to average
2022/23	31.0%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

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