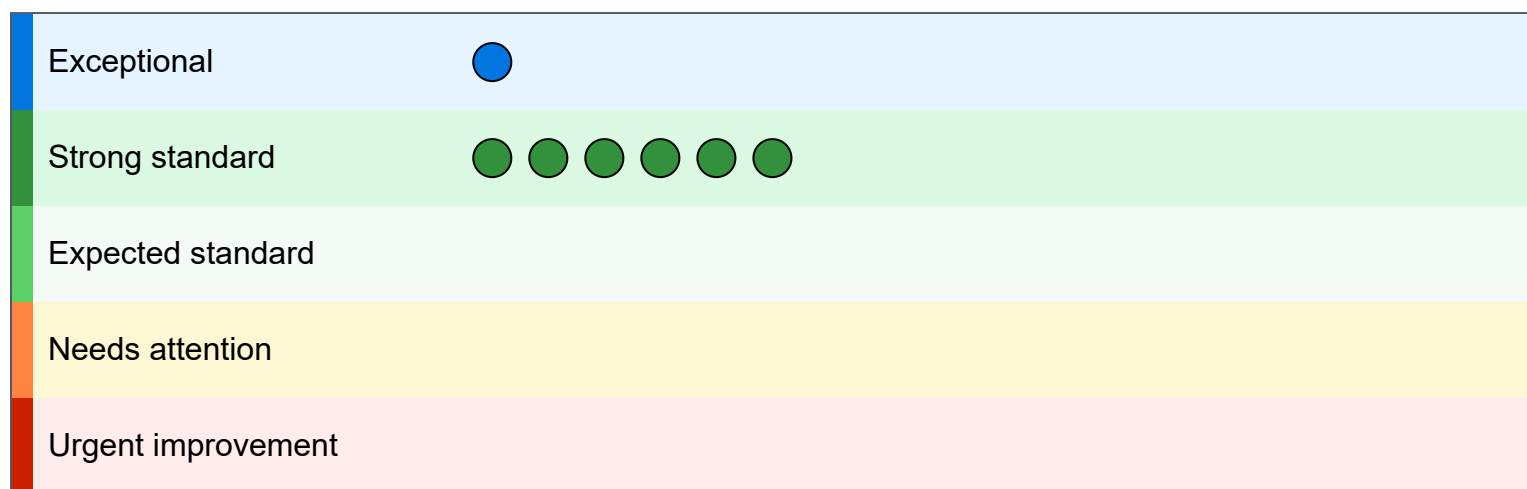


Nonsuch High School for Girls

Address: Ewell Road, Cheam, Ewell Road, Cheam Surrey, Sutton, Surrey, SM3 8AB

Unique reference number (URN): 136795

Inspection report: 10 February 2026



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.

Exceptional

Attendance and behaviour

Exceptional 

Pupils attend school regularly and behave to an exceptionally high standard. Pupils' attendance rates are among the best nationally, with remarkably low levels of persistent absence. The school's uncompromising expectations, combined with highly effective work with families, ensure that any barriers to attendance are swiftly identified and removed. Pupils arrive punctually and settle immediately, enabling learning without delay. Behaviour in classrooms and around the school is exemplary. Pupils conduct themselves with maturity and respect, creating a calm and purposeful atmosphere in which everyone can thrive. Bullying and discrimination are not tolerated. Staff implement routines with unwavering consistency. Pupils are confident that any concerns will be addressed promptly and fairly. This high-quality behaviour is equally evident during social times.

Where pupils face challenges with behaviour or attendance, highly skilled staff provide tailored, compassionate support that has a transformative impact. Pupils feel safe and valued, and their relationships with staff are highly positive. Leaders and staff uphold the same ambitious expectations for every pupil, reflecting their deep commitment to inclusion. These consistently high standards of attendance and behaviour, sustained over time, make a significant contribution to pupils' academic success and overall wellbeing.

Strong standard

Achievement

Strong standard 

Pupils achieve very highly across the curriculum. This includes their foundational knowledge of communication and language, reading and mathematics. Pupils with special educational needs and/or disabilities also make rapid progress from their individual starting points across a range of subjects.

Pupils learn the curriculum extremely well. They build the knowledge they need to understand increasingly difficult topics. Pupils achieve highly in national examinations at the end of key stage 4. These results are well above national averages. The achievement of disadvantaged pupils at the end of Year 11 is impressive. Over the last 3 years, these pupils' attainment and progress have been above those of non-disadvantaged pupils nationally. This is a direct result of the work of the school to identify these pupils' needs and to ensure that they get the help they need to succeed. These pupils, along with their peers, are very well prepared for the next stage of their education, employment or training.

Curriculum and teaching

Strong standard 

Leaders have established a broad, ambitious and imaginative curriculum. It is carefully designed to meet the needs of all pupils and prepare them well for their adult lives. Leaders have a precise understanding of how effectively this curriculum is being delivered. They ensure that teachers are experts in their subjects. This expertise helps teachers to choose

activities that take close account of pupils' individual needs. Creative and interactive teaching enables pupils to develop their critical thinking skills. Leaders rightly focus on supporting pupils to take ownership of their learning so that they can get the very most out of their education.

All pupils access the same ambitious curriculum. Teachers demonstrate an excellent understanding of how best to adapt learning to support pupils' special educational needs and/or disabilities. Staff check pupils' understanding regularly. This equips them to pinpoint and address gaps in pupils' knowledge. Pupils respond to their teachers' feedback by improving their work. Teachers support pupils who are less confident in their communication or number skills very well. There is a clear focus in lessons on developing pupils' vocabulary and their spoken communication. This successfully furnishes pupils with the skills they will need for future learning.

Inclusion

Strong standard ●

The school places inclusion at the heart of its work, ensuring that pupils who face barriers to their learning can flourish. Leaders put the best interests of these pupils at the forefront of their decision-making.

Teachers know each pupil and understand their needs. Staff are knowledgeable and thoughtful educators. Well-considered systems ensure that staff provide meaningful support for pupils. Pastoral care is expertly coordinated so that all pupils can thrive.

Leaders ensure that staff expertly deploy well-chosen strategies to meet the individual needs of their pupils. Leaders review this work carefully to ensure that it is effective. Pupils, parents and carers appreciate this support. Pupils with special educational needs and/or disabilities study the curriculum in equal breadth and depth as their peers. Leaders ensure that additional funding for disadvantaged pupils makes a positive difference to their learning.

The school has high aspirations for what all pupils can achieve. Leaders work thoughtfully together to identify and tackle barriers to their success. This ensures that all pupils access and enjoy a huge variety of enrichment opportunities, despite any challenges they may face. These include activities such as the very popular Duke of Edinburgh's Award. As a result, disadvantaged pupils build their confidence and independence well.

Leadership and governance

Strong standard ●

Leaders, trustees and governors share an ambitious vision for the school and its future. They systematically evaluate strengths and priorities for further improvement. Well-thought-out ways of managing the school's work and a keen analytical approach ensure they make wise decisions that put pupils' interests first. Leaders at all levels are part of the school improvement journey. Leaders allocate appropriate time and support to all staff to be the best they can be. Trustees and governors are highly knowledgeable about their roles and hold the school to account appropriately. They have detailed knowledge of the school's context. They embrace challenge and maintain the highest expectations so that all pupils can excel.

Staff morale is high. Expectations about workload are manageable and fair. Staff know that their wellbeing is supported. Leaders offer staff a substantial training programme to develop their expertise. Those in the early stages of their career appreciate the guidance provided, while more established staff can follow leadership pathways and qualifications.

The school strives for excellence in all that it does. Staff work with other schools and organisations to celebrate and share their own successful practice. Parents and carers, pupils and staff are highly positive about their experiences at Nonsuch.

Personal development and wellbeing

Strong standard 

Personal development and wellbeing have a high priority at this school. Leaders provide a well-structured programme that helps pupils grow into confident, respectful and resilient young women. There is a distinct focus on pupils developing their thinking and discussion skills. Through the curriculum, pupils learn about fundamental British values and their relevance to modern life. Pupils have a secure understanding of important issues such as consent and the dangers of social media. The school promotes tolerance and celebrates diversity.

Pastoral care is a strength. Staff know pupils well and respond quickly to their needs. Specialist provision, including mentoring and counselling, makes a positive difference for pupils facing challenges in their lives. Pupils attest to the success of this support. Leaders offer a wide range of enrichment activities, clubs and visits. These opportunities help pupils develop confidence, teamwork and leadership skills. For example, pupils in Year 10 led their own assembly challenging gender stereotypes in different careers. Pupils engage positively in the school's broad enrichment offer.

Careers education is carefully planned. Pupils receive impartial advice and experience an increasingly wide-ranging offer of work-related learning. This includes visits from employers and successful school alumni. Post-16 students benefit from expert guidance with their applications to universities and apprenticeships. Leaders have thought carefully about how to raise the aspirations of all pupils, including those who are disadvantaged. The school's approach ensures that pupils are well prepared for future academic success, as well as life beyond school.

Staff equip pupils with the knowledge, skills and character to thrive. Leaders are rightly proud of the extremely broad range of destinations that pupils progress to when they leave. They ensure that the school's personal development programme is closely monitored so that it maximises all pupils' experiences of school life.

Post 16 provision

Strong standard 

Leaders have a clear vision for the school's post-16 provision. They have put in place a broad range of academic courses, personal development opportunities and enrichment activities. These opportunities help all students to make informed, ambitious choices for their futures.

Students demonstrate mature study habits and produce sophisticated work in lessons. Leaders monitor students' progress closely. If students fall behind in their learning, staff act

quickly to provide support, such as structured mentoring and study guidance. Leaders understand the strengths of their provision. Through their cycle of review and adaptation, students' average progress and attainment across their study programmes have improved year on year. Students achieve very highly in national examinations at the end of key stage 5.

Through a well-designed and comprehensive careers programme, students are very well informed about opportunities for the next stage of their education, employment or training. Most students move on to an impressive range of university destinations. Opportunities such as public speaking and visits to lectures and conferences are highly effective in developing students' character and positive personal traits. Students remark on how much they appreciate the care and the opportunities that they receive from their teachers.

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

Pupils thrive at this aspirational and welcoming school. Staff combine high expectations for all their pupils with a distinct sense of belonging. Teachers empower pupils to embrace challenge and to be curious about their learning. They receive effective support both academically and in their personal development. Pupils encourage each other to aim high and to be the best they can possibly be.

The school celebrates its diversity and promotes tolerance. The school weaves its values, including positivity and integrity, into each aspect of school life. Pupils study a rich and ambitious curriculum. They achieve very highly and are successfully prepared for their next steps.

There is a distinct inclusive ethos at the school. Staff work together to support and care for pupils who have barriers to their learning or wellbeing. Leaders are very aware of how anxiety can affect young people. They put extensive support in place should this occur. In class, staff adapt their teaching. This successfully supports pupils with special educational needs and/or disabilities, or other barriers to learning, to benefit from all the school has to offer. These pupils, along with their peers, play a key part in school life. All pupils benefit from a rich array of opportunities, as well as an excellent careers programme. They are encouraged to take on leadership roles, such as becoming a sports ambassador or representing their form group.

Pupils demonstrate an exceptional commitment to their education and attend school with genuine enthusiasm. They speak with confidence about feeling deeply happy, safe and known as individuals. In lessons, pupils apply themselves with remarkable focus and intellectual curiosity, showing sustained effort and pride in their work. Their conduct across the school is exemplary. Relationships between pupils and staff are exceptionally positive and underpinned by trust. Incidents of bullying are rare, and when they do occur, pupils are unequivocal that staff respond swiftly, sensitively and with real impact.

Next steps

- Leaders should ensure that teaching helps pupils to deepen their understanding of the curriculum even further.
 - Leaders should refine their analysis of how well pupils engage in the school's personal development programme so that the impact of this offer is fully realised.
-

About this inspection

This school is part of the Girls' Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Thomas Flynn, and overseen by a board of trustees, chaired by Emily Tofield.

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

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

Inspectors spoke with the headteacher, the chairs of the local governing body and the trustees, the CEO, other leaders and staff during the inspection.

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 educational qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school does not currently make use of alternative provision.

Headteacher: Alexis Williamson

Lead inspector:

Susan Maguire, His Majesty's Inspector

Team inspectors:

Sophie Cavanagh, Ofsted Inspector

Eliot Wong, Ofsted Inspector

Ed Simmons, Ofsted Inspector

Duncan Kamya, His Majesty's Inspector

Amy Jackson, Ofsted 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 10 February 2026

School and pupil context

Total pupils

1,494

Well above 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

1,283

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: 1,153

Pupils eligible for free school meals (FSM)

7.02%

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

0.20%

Well below 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

4.02%

Well below 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 (revised)	98.7%	45.4%	Above
2023/24 (final)	99.0%	45.9%	Above
2022/23 (final)	99.5%	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 (revised)	80.5	46.0	Above
2023/24 (final)	81.3	45.9	Above
2022/23 (final)	82.3	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 (final)	1.02	-0.03	Above
2022/23 (final)	1.11	-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 (revised)	100.0%	25.8%	Above
2023/24 (final)	93.3%	25.8%	Above
2022/23 (final)	S	25.2%	S

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 (revised)	73.1	34.9	Above
2023/24 (final)	73.3	34.6	Above
2022/23 (final)	S	35.0	S

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 (final)	0.76	-0.57	Above
2022/23 (final)	S	-0.57	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 (revised)	100.0%	53.1%	46.9 pp
2023/24 (final)	93.3%	53.1%	40.2 pp
2022/23 (final)	S	52.4%	S

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 (revised)	73.1	50.4	22.7
2023/24 (final)	73.3	50.0	23.3
2022/23 (final)	S	50.3	S

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 (final)	0.76	0.16	0.60

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	0.17	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 (provisional)	96%	91%	Above
2022 leavers (revised)	99%	93%	Above
2021 leavers (revised)	99%	94%	Above

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
2024/25 (revised)	47.80	34.99	Above
2023/24 (final)	43.00	34.38	Above
2022/23 (final)	44.16	34.16	Above

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
2024/25 (revised)	0.2	0.0	Close to average
2023/24 (revised)	0.0	0.0	Close to average

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 (2 term)	3.1%	8.1%	Below
2023/24 (3 term)	4.2%	8.9%	Below
2022/23 (3 term)	4.8%	9.0%	Below

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 (2 term)	3.8%	21.9%	Below
2023/24 (3 term)	9.5%	25.6%	Below
2022/23 (3 term)	11.3%	26.5%	Below

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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