



**ISI** Independent  
Schools  
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS**

**NAIMA JEWISH PREPARATORY SCHOOL**

**MAY 2018**



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## SCHOOL'S DETAILS

<b>School</b>	Naima Jewish Preparatory School			
<b>DfE number</b>	213/6342			
<b>Registered charity number</b>	289066			
<b>Address</b>	21 Andover Place London NW6 5ED			
<b>Telephone number</b>	020 7328 2802			
<b>Email address</b>	secretary@naimajps.co.uk			
<b>Headmaster</b>	Mr Bill Pratt			
<b>Chair of governors</b>	Mrs Sabine Howard			
<b>Age range</b>	2 to 11			
<b>Number of pupils on roll</b>	201			
	<b>Boys</b>	99	<b>Girls</b>	102
	<b>EYFS</b>	61	<b>Juniors</b>	140
<b>Inspection dates</b>	09 May to 11 May 2018			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Naima Jewish Preparatory School is a co-educational independent day school for pupils from two to eleven years of age located in Maida Vale, north-west London.
- 1.2 Founded in 1983 by Rabbi Dr Abraham Levy, who remains as honorary principal and as a governor and trustee, the school is a registered charity run by a board of trustees. Trustees appoint the governing body. The present chair of governors was appointed in 2015. The current headmaster has been in post since 2008.
- 1.3 Since the last inspection, the school has built an additional sports hall and classroom.

### **What the school seeks to do**

- 1.4 The school aims to meet the educational, spiritual and cultural needs of Jewish pupils by providing an excellent secular education and a strong Jewish grounding, following the Sephardi tradition, in the belief that these are mutually attainable. Within a harmonious and nurturing environment of tolerance, respect and care for one another, pupils are prepared for success in society underpinned by a set of core principles fully embracing both Jewish and British values.

### **About the pupils**

- 1.5 Pupils come from mainly professional backgrounds with many families living in the local area. Nationally standardised test data indicate the ability profile of the pupils is above average. The school has identified 58 pupils as having special educational needs and/or disabilities (SEND) including dyslexia and dyspraxia, 28 of whom receive additional support. No pupil in the school has an education, health and care plan or a statement of special educational needs. English is an additional language (EAL) for 91 pupils, of whom 5 receive specialist help. The school has identified 31 pupils as the most able in the school's population and the curriculum is modified for them. Individual programmes are provided for pupils who have special talents in mathematics and literacy.

## 2. REGULATORY COMPLIANCE INSPECTION

### Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; 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 full regulations 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 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 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.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

### **PART 2 – Spiritual, moral, social and cultural development of pupils**

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.7 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.
- 2.8 **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**

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.10 **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**

- 2.11 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their 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.
- 2.12 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, 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.

**2.14 The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7 – Manner in which complaints are handled**

2.15 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.

**2.16 The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8 – Quality of leadership in and management of schools**

2.17 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 well-being of the pupils.

**2.18 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

**The headline judgements must include 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.

- Across the school, pupils of all abilities make rapid progress from their starting points, including those with SEND and EAL.
- Pupils' achievements across the school are further developed through their Jewish studies programme.
- Pupils demonstrate excellent skills in their application of information and communication technology (ICT).
- Pupils have a keen interest and a desire to learn, engaging actively in lessons and benefiting from flexible teaching groups, strong support and high staff-to-pupil ratios.

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

- Pupils across the school are strongly aware of the importance of caring for the needs of others across all aspects of school life.
- Pupils display a mature ability to fulfil their responsibilities from an early age.
- Pupils and staff share a mutual respect for the ideas and contributions of others.
- Pupils sincerely demonstrate their appreciation of the importance of their families and their cultural heritage.

## Recommendation

3.3 In the light of the excellent outcomes, the school might wish to consider:

- Developing the opportunities for excellence across all aspects of the curriculum.

## The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The school does not take part in National Curriculum tests but the available information, including the results of nationally standardised test data provided by the school and supported by evidence gathered during the inspection, indicates attainment to be above average in relation to national age related expectations. Children in the Early Years Foundation Stage (EYFS) make rapid progress against the early learning goals, promoted by the school's pro-active approach to conducting developmental screening checks and providing appropriate support. Pupils across the whole school make excellent progress from their starting points, including those with EAL or SEND, due to the highly efficient systems for tracking pupil progress and subsequent rigorous analysis to determine appropriate levels of support and intervention. Those identified as the most able in the school's population make progress beyond age-related expectations as a result of the school providing specialist programmes to further extend their learning.
- 3.6 In their responses to the pre-inspection questionnaire, most parents agreed that the school meets their children's educational needs effectively. In their pre-inspection questionnaire responses and in subject interviews, almost all pupils agreed that the school provides them the opportunity to learn and to make progress. Pupils successfully gain places at their choice of senior school, with some being awarded scholarships.
- 3.7 Pupils develop good overall knowledge, skills and understanding across all areas of the school's taught curriculum. They display excellent skills in ICT, in their linguistic, mathematical, human and social studies, and in their Jewish studies programme. The curriculum balance, which serves pupils' needs well and meets the school's aims to successfully integrate Jewish studies with the secular curriculum, limits the time available for some subjects such as design technology. Pupils from the EYFS upwards complement their Jewish studies by learning Ivrit. The youngest pupils learn to share when playing with toy zoo and farm animals, and develop their imaginative skills by staging conversations between the creatures. Older pupils develop strong historical skills, successfully comparing life in Victorian times with life in the present day, facilitated by formative marking and well-planned tasks enabling all pupils to access learning at their own level. The oldest pupils displayed an excellent understanding during a lesson on algebraic equations and made rapid progress due to the fast pace of the lesson and appropriately adaptive teaching.
- 3.8 Pupils demonstrate excellent communication skills from the earliest age. They are articulate and mature, sharing and presenting ideas thoughtfully. Children in the EYFS used emotive and highly expressive language to share their excitement and delight at the hatching of chicks in their classroom, and they spoke confidently during their discussion of the Torah in circle time. Older children imaginatively expanded their descriptions of picture prompts, using their knowledge of adverbial phrases to enhance the quality of their work. Pupils across the school are proud of their work, presenting it neatly and carefully, and sharing it confidently with their peers. Their performance skills are developed effectively by participating in assemblies in front of the school, culminating in the presentation of the leavers' special production in their final term. Pupils listen well during collaborative work, displaying a strong sense of courtesy and respect for one another, for example in the weekly debates about current events.

- 3.9 Pupils develop strong numeracy skills as a result of the flexible small group support, the extra challenges provided by extension work for the more able pupils, and effective analysis from the comprehensive audit of mathematical skills. They display particularly rapid progress in algebra and in the properties of shapes, enhanced by excellent teacher subject knowledge and carefully structured activities which provide the stimulus for pupils of all abilities to develop their understanding. The accelerated syllabus for older pupils provides challenging opportunities for extended investigative and problem solving activities. Pupils have a strong appreciation of the relevance of their mathematical skills in the modern world due to the effective cross-curricular links with science and humanities. Older pupils applied their understanding of graphs to display information about climate in their geography studies and to interpret the recorded evidence perceptively.
- 3.10 Pupils' excellent knowledge and application of their skills in ICT and computing are promoted by strong leadership and by the engaging variety of innovative uses evident across the curriculum, and recognised by the recent success in a local ICT competition. Specially devised programmes enable pupils of all abilities to develop their skills at their own level. Older pupils demonstrated their competent use of tablet computers to express and share their ideas when making a poster and to undertake research on the technical vocabulary of coastal erosion and deposition in order to provide appropriate definitions. Younger pupils displayed a high level of coding and programming ability, confidently using algorithms to explain how computer games work. Extra-curricular clubs further enable pupils to extend their knowledge and foster their sense of curiosity when demonstrating their ability to adapt games by adding new scripts.
- 3.11 Pupils display excellent study skills, strengthened by the significant contribution made by the Jewish studies programme in developing higher order thinking and its effective application across the curriculum. They demonstrate a firmly embedded work ethic, working with tangible concentration fostered by the calm atmosphere created for study and the use of background music to focus their thoughts. Pupils settle quickly to their work, are able to follow instructions and apply themselves successfully without direct supervision. Younger pupils work hard to develop their concentration skills during their daily readings of Jewish texts, encouraged by the watchful eye of the teacher and peer support from an older pupil. Scrutiny of pupils' work demonstrates high-quality study skills reflecting many cross-curricular applications, for example the use of ICT, note-taking and research. They employ perceptive and mature levels of analysis, for example in the older pupils' comparison of the differences between Israel and England. During interviews, pupils expressed their appreciation of the chance to compile a project, often taking ownership of the choice of topic and its title.
- 3.12 Pupils achieve well in many areas with some gaining music and academic scholarships to their future schools, whilst others do well in maths and computing and sporting events. They display great pride in their internal school achievements, for example the Naima JPS special award presented on completion of a range of tasks including kindness, help in the community and knowledge of British culture. The Hessed tie is worn with great pride and is awarded to those who have shown many acts of kindness in the school. Pupils enjoy their participation in sports day and in football tournaments. They develop their subject skills further when taking part in national events such as Quiz Club. In their pre-inspection questionnaire responses, most parents and pupils agreed that the school provides a good choice of extra-curricular activities, complementing pupils' out-of-school commitments.

3.13 Pupils' attitudes to learning are excellent. From the earliest age, pupils collaborate harmoniously, respecting their personal strengths and vulnerabilities. The youngest pupils worked highly effectively together to complete a jigsaw, eagerly seeking and discussing the next puzzle piece and accepting guidance from the teacher when required. Throughout the school, pupils develop strong skills of self-evaluation as they consider their studies and behaviour. Older pupils competently share and discuss their best work and present it to their peers, benefiting from the school tutorial system. Pupils are actively involved in their own learning, and almost all agreed in their pre-inspection questionnaire responses that the school gives them the opportunity to learn and make good progress.

## The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils of all ages display a quiet confidence underpinned by a strong respect for their Jewish faith and their adherence to the core principles upon which the school was founded. They have excellent self-esteem and self-discipline. Pupils demonstrate a perceptive awareness of their own strengths and vulnerabilities, coupled with a mature sense of the need to take responsibility for their own actions. In the EYFS, children evaluate their feelings and their progress during discussions with their key person, for example expressing that they are happy when the sun shines. Older pupils learn to reflect on their personal targets, discussing their progress with their tutors and preparing self-selected work for presentations. In their pre-inspection questionnaire responses, a small minority of pupils indicated that they do not know how well they are doing in their studies. They recognise that their Jewish studies positively develops their thinking skills and encourages them to give of their best. In their responses to the pre-inspection questionnaire, almost all parents were strongly appreciative of the school's support for their children's personal development. Pupils develop a strong understanding of the ethos of the school, strengthened by prominent displays of the core principles and the monthly curriculum focus on a specific value such as determination. During interviews, pupils eloquently expressed their respect for these values, for example describing perseverance as the ability to work by one-self, to find out by trial and error and not to give up. Pupils know each other very well and structured handovers ensure that they are well prepared for their transitions within the school. Older pupils appreciate the chance for mock interviews and discussions about their future schooling. Pupils' high levels of self-esteem are boosted by carefully devised reward schemes, for example star charts for the youngest pupils progressing to points displays used for older pupils which provide ongoing incentives to work hard.
- 3.16 Pupils' excellent contribution to the lives of those within the school, the local community and wider society is strongly underpinned by their deep respect for their elders and their love for their families, spiritually inspired by their Jewish faith. They speak sincerely about the value of their contributions to the school and the wider community, and willingly share their good fortune in practical terms, for example during their weekly charity collections and their contribution to a rainbow runner for a children's hospital. Older children take very seriously their responsibilities for helping younger classes with their reading. They further demonstrate their respect for their elders by interviewing Holocaust survivors, as part of their final year projects, and asking their advice for the future. Strong links with home are fostered by study of sections of the Torah that focus on honouring parents.
- 3.17 Pupils display a deep appreciation and respect for the diversity of their community, reflecting the school's aim to produce a good balance between embedding a firm foundation in Jewish studies and effective preparation for life in modern Britain. For example, the youngest pupils proudly sang the Israeli and the British national anthems at circle time and discussed the school's European roots, successfully strengthening the pupils' knowledge of their diverse heritage in line with these aims. Older pupils demonstrated their knowledge of British institutions by writing a birthday message to the Queen and designing crowns. Pupils across the school are effectively introduced to festivals from other cultures as a result of the strong links to the curriculum, for example learning special art techniques at Chinese New Year. In their pre-inspection questionnaire responses, parents and pupils overwhelmingly agreed that the school actively promotes the values of democracy, respect, the rule of law and tolerance of those of different faiths and beliefs. Pupils warmly welcome new entrants to the school, remembering how they were themselves helped to settle in, and respecting their different personalities and dispositions. Younger pupils enthusiastically prepare and serve foods from different countries at their outside café and older pupils forge links with a school in Ghana, effectively extending their understanding of the world in a practical way.

- 3.18 From the earliest age, pupils are guided to make their own decisions, and to be confident in contributing their own opinions and respectfully challenging those of others, including those of staff. They make appropriate decisions about their behaviour and learning. In the EYFS, children confidently express their views about their likes and dislikes and voice their requests at the children's committee meetings. Older pupils vote for their school council members and put forward their suggestions for school improvement. As a result, pupils enjoy wearing their own clothes on their birthdays and their suggestion to build a new sports hall has been implemented. Pupils are well prepared for life in modern Britain, for example by voting in mock elections and by older pupils taking part in discussions about current political issues.
- 3.19 Pupils have an excellent appreciation of the non-material aspects of life, strengthened by the values imbued by their secular curriculum, their Jewish studies and by the spiritual aims of the school. Pupils of all ages develop their spiritual understanding through the tenet that prayer is everywhere and by their study of religious texts. They take the daily opportunities provided for quiet reflection very seriously, for example saying a quiet prayer in their minds during tefillah and thinking about their families. The youngest pupils openly shared their joy when singing anthems during circle time, encouraged by the enthusiasm of the teachers. Older pupils responded sensitively to a discussion following their research into the Kristallnacht, writing emotive diary entries which reflected their personal levels of philosophical understanding. Pupils embrace their high levels of self-knowledge and resilience to complete personal journals of British values, for example researching and recording specific questions about events such as Remembrance Day.
- 3.20 Pupils have a strong understanding and respect for systems of rules and laws. They openly accept responsibility for their own behaviour, fully embracing the school rules, the core principles and those embedded by their faith. Reflected in discussions during the inspection and in pre-inspection questionnaire responses, the vast majority of pupils agreed that the school encourages them to behave well and they understand the system of sanctions. Inspection evidence indicates that systems are successful in their aim for pupils to understand the reasons for rules, for example exhibiting good listening skills when on school outings and during lessons. Younger pupils competently compared and contrasted their own class rules with those of the past, following their recent visit to a former Victorian school and recognising how strict teachers were in the past.
- 3.21 Pupils are highly respectful to each other and work well collaboratively. They understand the need to support each other, promoted by the many opportunities for group work. For example, older pupils place their trust in their peers when learning to abseil during a recent school trip. Younger pupils work together to help each other to develop their balancing skills in yoga. During interviews, pupils recognised that, despite occasional disagreements over shared tasks, they value working with different groups and participating in team sports during games lessons. Pupils of all ages have an excellent understanding of how to keep safe and healthy, and how to look after themselves. The emphasis on care for the emotional and physical well-being of the whole community is a strong feature of the school and is supported by the vast majority of parents and pupils. Pupils develop a good understanding from the special presentations aimed at preparing them for wider experiences outside the school, for example road crossing. They confidently share any personal concerns with their tutors or with the school counsellor. Across the school, pupils understand the need for healthy eating and for exercise, and they appreciate the new menus devised as a result of feedback from the school council.

#### **4. INSPECTION EVIDENCE**

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with 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 prayers. Inspectors visited the facilities for the youngest pupils, together with the learning support department. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

#### **Inspectors**

Mrs Gillian Bilbo

Reporting inspector

Mrs Helen Skrine

Compliance team inspector (Head , IAPS school)

Mr Gareth Davies

Team inspector (Head, IAPS school)