



INDEPENDENT SCHOOLS INSPECTORATE

WETHERBY SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Wetherby School

Full Name of School/College	Wetherby School
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Headmaster	Mr Mark Snell
Chair of Governors	Sir John Ritblat
Age Range	4 to 8
Total Number of Pupils	244
Gender of Pupils	Boys
Numbers by Age	3-5 (EYFS): 65 5-11: 179
Head of EYFS Setting	Miss Lesley Owens
EYFS Gender	Boys
Inspection dates	17 May 2011 to 18 May 2011 15 Jun 2011 to 17 Jun 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 Ofsted inspection was in May 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.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

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 Wetherby School is an independent pre-preparatory day school for 244 boys aged between four and eight. It was founded in 1951 and moved to its present site in 1971, occupying a large listed town house in the Notting Hill area of London. The Early Years Foundation Stage (EYFS) is located in its own accommodation within the school. There are 65 boys in Reception, and 179 in Years 1 to 3.
- 1.2 The school became part of the Alpha Plus Group in 2002, which has a number of schools both in London and around the country. The Board of Alpha Plus carries out the corporate governance responsibility for all of the schools and colleges in the group.
- 1.3 The school's main aim is to provide an environment that promotes educational excellence and tradition through a forward-thinking, holistic curriculum within which the needs of individual boys are fostered.
- 1.4 The ability of the pupils is above the national average, with a significant number far above the national average. The school has identified 29 boys with learning difficulties and/or disabilities (LDD) who need additional support. There are no boys with a statement of special educational needs. There are 35 boys for whom English is not their first language (EAL). The boys reflect the ethnic mix of the local area. The majority belong to families in professional or business occupations and live within a few miles of the school.
- 1.5 There have been many changes since the previous inspection. These include the appointment of a new headmaster in 2008; changes in the curriculum, which now includes more emphasis on the individual needs of each boy; a significant increase in the number of extra curricular activities offered and the development of the school council and house system.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The overall achievement of the boys is excellent, fulfilling the aims of the school to provide a stimulating, supportive and happy school that meets the individual needs of all the boys. They make excellent progress, doing full justice to their ability levels. The boys are very happy and contented and their overall success is promoted by the effective teaching, by their own very positive attitudes, and by the breadth and demands of their curricular and extra-curricular experiences.
- 2.2 The confident, very articulate boys are eager to learn and succeed, and they approach their lessons with enthusiasm. Their personal development is excellent, as is their behaviour, so that they develop confidence and self-awareness and enjoy their school life. Their spiritual, moral, social and cultural development is excellent and is effectively fostered by the very friendly atmosphere of the school, the high quality of the pastoral care and the examples set by the staff. The extra-curricular and community activities promote initiative and responsibility in the boys and are very much enjoyed.
- 2.3 The ethos of the school is clearly based upon the excellent work of the governors and the senior management team. Regular and effective communication between the school and head office ensures excellent governance, with very close monitoring and support provided by the proprietors, management board and support team. Dynamic leadership and efficient management are significant factors contributing to the excellent standard of education. The governors and school management oversee the safeguarding, welfare, health and safety of the pupils effectively. Excellent partnership with parents helps to foster the friendly, family atmosphere. Parents' replies to the pre-inspection questionnaires were extremely favourable.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

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

(ii) Recommendation(s) for further improvement

- 2.5 The school is advised to make the following improvements.

1. Develop the boys' self- evaluation skills.
2. In the EYFS, further extend the opportunities for child-initiated activities, indoors and outside, allowing time for children to develop their ideas and follow their own lines of enquiry.
3. Ensure that observations of child-initiated activities are used more widely for assessment within the EYFS.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 The boys' overall achievement is excellent, fulfilling the aims of the school. From the EYFS onwards, the boys are very successful in their learning. They increase their knowledge, understanding and skills during lessons and demonstrate this through the high quality of their written, creative and oral work, demonstrating that they show a thorough understanding. For such a young age, boys have an extensive vocabulary and write fluently in factual and imaginative contexts, as shown in Year 1's 'Amazing Adjectives', Year 2's 'Delectable Dishes' and Year 3's 'Mythical Creatures'. The boys are mostly fluent and expressive readers who enjoy using the library, and by Year 3 reading ages are significantly above chronological ages. Their excellent listening skills and behaviour enable them to interpret and perform their tasks imaginatively and competently. The use of cursive script helps prepare them well for the next stage in their education, learning to write with increasing fluency as they move through the school.
- 3.2 The boys demonstrate an enthusiasm for mathematics and their progress is facilitated by setting arrangements according to ability in Year 3. During the inspection, boys in Year 3 were working confidently on area, perimeter, angles and probability. Whilst working to a strict brief to plan a house the boys effectively used knowledge gained previously to assist them with their investigation. Boys use opportunities for investigation in science well, with Year 1 investigating how sound travels and Year 2 finding out about mini beasts. The e-learning lessons give the boys an opportunity to use technology, confidently using laptops, video cameras and the internet. In physical education, the boys show very good levels of co-ordination and physical skills, making effective use of the hall and off-site facilities. The boys' creative abilities are reflected in the recent acceptance of a large number of art works for exhibition at the Royal College of Art and their individual success in music examinations. The school runs an inter-school Choir Festival and achieves notable success. Pupils take part in the Alpha Plus Music Festival event. Sporting achievement is well-established in rugby, football and swimming competitions locally. The boys recently won the Under 8 London Junior Chess Tournament.
- 3.3 The school does not enter boys for national tests; therefore attainment cannot be measured in relation to performance against a fixed average. The results of extensive standardised testing throughout the school indicate that the boys' attainment is significantly higher than the average for boys of the same age nationally. Inspection evidence shows that the boys make excellent progress, including those with LDD and EAL. Reasoning lessons provide challenge, especially for the higher ability boys, encouraging them to think at a higher level and develop their ability to think and learn independently. Boys with LDD and EAL are carefully nurtured in their lessons and make good progress. Gifted and talented boys progress well because they receive additional challenge in lessons and through preparing individual topic presentations from Year 1. Their individual successes include scholarships to both London day schools and boarding preparatory schools. All boys are successful in gaining places at schools that are appropriate to meet their individual needs.
- 3.4 The boys show very positive attitudes to learning. The school motto of 'care, share and be fair' captures the ethos of the school. They work very well together in

lessons during both paired and group activities and very much enjoy their play times together. Their behaviour is excellent, and they enjoy extremely good relationships among themselves and with the teachers and other staff. The presentation of their work is good, demonstrating the concentration and effort they put into it.

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

- 3.5 The curriculum is excellent and meets the needs of the age and ability of the boys, and covers all the required areas of learning. It therefore reflects the aims of the school. Well-planned schemes of work show that teachers plan to challenge the most able boys as well as those requiring additional support.
- 3.6 The boys are taught the full range of National Curriculum subjects and religious education (RE). Creative subjects are well represented with music, drama, art and design technology. Information and communication technology is taught as a dedicated weekly lesson from Reception onwards, and is also embedded into work in the other subjects. French, music, art and design technology, together with physical education, are taught by specialist teachers. A recent innovation includes an Entrepreneurs Week, where Year 3 boys, inspired by parents involved in business, set up their own business enterprise. The school has recently introduced a residential activity week for Year 3 boys, which has proved very beneficial and highly enjoyable. Personal, social and health education and citizenship (PSHCE) is firmly embedded into the curriculum and covers a suitable range of topics.
- 3.7 The extra-curricular programme is extensive with a wide range of activities on offer for boys. These currently include team games of cricket and football, choirs, cookery, photography and Spanish, with chess being very popular. The boys' cultural education is extended by many visits to local places of historical and artistic interest. Recently, these have included Kew Gardens, Hampton Court and the Imperial War and Science Museums. Year 3 boys take part in the end of year production in a local theatre and this year it will be 'The Aristocats'.
- 3.8 Boys benefit greatly from links with the local community, where they sing at a local home for the elderly and participate in charity events. Numerous and frequent educational visits bring learning to life. From visits by authors, theatre, science and drama companies to the residential visit for Year 3, the boys enjoy a very wide variety of opportunities to find out more about the world around them.

3.(c) The contribution of teaching

- 3.9 The quality of teaching is excellent, and is a major factor in helping the boys to develop their academic potential in line with the school's aims. Teachers have very good subject knowledge and use this to plan an interesting, lively range of lessons, engaging the boys' interest, stimulating them and motivate them to learn. Teachers establish successfully a calm, purposeful atmosphere in the classroom and foster effectively the boys' enjoyment of school and their positive attitudes towards learning. A range of different teaching methods is used to engage the boys, for example asking open-ended questions, encouraging them to think carefully before they answer, pacing the lesson well, giving the boys time to do their own research, and regularly using ICT. The effective use of paired and group work promotes discussion and encourages their excellent speaking and listening skills. This was promoted very well during reasoning and literacy lessons.

- 3.10 The teachers know each boy very well and this provides very good support for them as individuals, both through the careful planning of lessons and through their delivery. Planning illustrates how closely teachers follow the curriculum, ensuring that learning is smooth with progress across all ages. In lessons, the boys are given an appropriate level of challenge and good individual support. The activities planned and provided are carefully pitched at the pupils' level of ability, enabling them to achieve the objectives, promoting their high achievement. The planning of lessons to meet the individual needs of the boys was the recommendation in the previous report, which is now fully met. Support staff are well deployed and contribute well to the progress seen.
- 3.11 Assessment is thorough, identifying strengths and weaknesses in the boys' progress and highlights areas for improvement. The teaching is very well guided by the use of standardised assessments in mathematics, English, reasoning and reading, so that the abilities of the individual boys are very well known and their needs specifically identified. The marking of work is of a very high standard with helpful, positive comments made by staff, giving encouragement to the boys. The boys confirmed during discussion that they know how well they are doing because their teachers tell them and mark their work to show them how they can improve, often alongside them, giving helpful explanations. Although the staff use questioning very well to ascertain the boys knowledge during lessons, they have not yet fully developed the boys' self- assessment skills. Examinations at the end of the year help give the staff clear guidance as to the progress the boys are making.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Boys of all ages, including those in the EYFS, have excellent personal development, reflecting the happy, caring, respectful relationships engendered by the ethos of the school. The school is very successful in its aim to promote the boys' spiritual, moral, social and cultural development. Boys of different ethnic, national and cultural heritages work and play very well together. The school strongly promotes kindness and tolerance through its rules.
- 4.2 The boys have a well-developed sense of spirituality; they are actively involved in celebratory activities such as the Harvest Festival and participate in the end-of-year service at St Matthew's Church. They are encouraged to develop self-awareness and self-confidence, which was ably shown in the Year 3 leavers' assembly where they each commented on what they liked about Wetherby School, sharing their views with their parents. They sing well in assembly, and enter into the spirit of the occasion. Weekly thought-provoking assemblies contribute effectively to the boys' spiritual development. They have a good awareness of other religions, which they learn about in RE. The very positive school environment fosters a pride in achievement and offers varied opportunities to succeed. They learn how to become reflective thinkers at a young age, for example in RE Year 3 boys discussed what they had faith in.
- 4.3 The boys' moral development is excellent. At all ages the polite, well-behaved boys understand the difference between right and wrong, have a clear sense of fairness and understand the school's rules. They have their own 'Golden Rules' of behaviour and contracts devised by each class. They are sensible around the school and move around the building with care. Their behaviour is excellent. They look forward to receiving 'Golden Time' allocated for good work and behaviour and hold the weekly headmaster's awards and special mentions in high regard. The boys enthusiastically raise money for charity.
- 4.4 The boys are very sociable and display excellent social skills and development. Throughout the day they play well together and enjoy friendships across age groups. Relationships at all levels are very positive and boys benefit from the very well-developed system of pastoral care. They accept responsibility at a young age around the school, are polite, considerate and respectful towards others. The recently formed School Council operates successfully and meets half termly and the boys like this chance to air their views and feel that the school listens to them. The weekly House Cup and Term Cup challenges actively promote a sense of friendly competition. Activities such as the residential activity visit for Year 3 are valuable for fostering teamwork and a sense of community in an unfamiliar environment. Pupils are very well prepared for the next stage of their education.
- 4.5 The boys' awareness and understanding of other cultures is well-developed. Hindu and Sikh parents and other visiting speakers have come to the school to talk about their own cultures and some of the boys have visited the local synagogue. This enhances their understanding of other faiths and cultures. The older boys are well informed about world religions through RE lessons. The boys take part in activities at school such as Chinese New Year, celebrations of Christmas and other festivals. The boys' knowledge of local culture and history is promoted by the many visits in the locality. Through visits to museums and theatres the boys become aware of cultural diversity and English services and institutions.

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

- 4.6 The pastoral care for all boys is excellent and helps fulfil the school's aims. This was strongly confirmed by parents and the boys in their responses to the pre-inspection questionnaire. A welcoming atmosphere of trust and encouragement permeates the school with the headmaster and staff on hand to support the boys. Relationships at all levels are very positive and make a significant contribution to the boys' personal development. The strong pastoral structure provides effective support for the boys, who are very well cared for by the staff. In the pre-inspection questionnaires, the boys were very positive in response to the questions.
- 4.7 The school has excellent welfare, health and safety procedures. Safeguarding is thorough, with key staff trained to a high level, and all staff are trained appropriately so that the detailed policy is implemented effectively. The procedures to promote good behaviour and prevent bullying are effective; the boys are adamant that there is no bullying and that any minor incidents are dealt with very quickly. Their behaviour in lessons and around the school is excellent. Parents were unanimous in agreeing that the boys behaved very well and this was certainly the case during inspection.
- 4.8 The procedures for fire prevention are very thorough, with a detailed fire risk assessment undertaken and any deficiencies rectified immediately, regular fire drills held and well documented, and all fire appliances checked annually. Detailed risk assessments are carried out on activities both within school and on visits and activities elsewhere, and the associated health and safety policy is implemented effectively. Accidents are carefully recorded and nearly all staff are qualified paediatric first aiders. The boys are very well supervised throughout the day. The attendance and admission registers are maintained and kept as required. The school has devised an appropriate and detailed three-year plan to provide accessibility to the school.
- 4.9 The boys are encouraged to eat healthily and the school lunches are a social occasion. The school council recently suggested more choice of food and this has been adopted with a wider range now available. Fresh fruit is available daily and enjoyed by the boys. Regular planned exercise and well-supervised play times help to promote the boys' health and well-being effectively.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of the school is excellent. The Alpha Plus Board and the directors carry out the corporate governance responsibilities very effectively as required in their role as proprietor. The directors have clearly identified responsibilities and are able to provide a very effective oversight of the school in line with its aims, performance and regulatory requirements. They discharge their responsibility for educational standards effectively through their specialist support team, which includes the director with overall responsibility for all Alpha Plus Schools and a director for teaching and learning. The proprietors take overall financial responsibility through their specialist financial team and support the headmaster in the financial management of the school. The governing body's senior management team receives and reviews regular reports from the school on health and safety, child protection and safeguarding. Members of the governing body are trained in safeguarding. Alpha Plus has made a significant investment in employing and supporting high calibre staff. The school accommodation is very well maintained and resourced by the proprietors.
- 5.2 Alpha Plus has a very good insight into the working of the school, and effectively carries out its monitoring role, providing support, challenge and stimulus for growth and improvement. It monitors the school's practice through very regular visits; the overview of the school development plan and the monitoring of the boys' achievement. The directors also visit the school to attend performances and celebratory occasions. The headmaster has regular meetings with the company directors to facilitate his work and to ensure that full support is in place to enable him to run his school effectively. Alpha Plus organises regular professional development courses to which the staff at the school have access.

5.(b) The quality of leadership and management

- 5.3 The leadership and management of the school are excellent. The school, including the EYFS, is strongly led and those in senior positions are approachable and efficient. The headmaster and senior management team are effective at all levels in furthering the aims of the school to prepare the boys very well for their next school. This is a school where all, both staff and boys, are valued for their contribution and are working towards the same, shared vision, to achieve high standards and have a lot of fun doing it. Parents expressed very considerable appreciation of the governance and leadership of the school. Management is very efficient and school life runs smoothly in a building which is very busy and fully occupied. All those in senior positions make themselves readily available and communication at all levels is very clear.
- 5.4 The school have devised and implemented an effective range of policies, including one for safeguarding, which is given a high priority. They clearly identify what they need to do next in their development plan and have an achievable number of objectives. Monitoring is very firmly established and helps in staff development. Lesson observation is well developed, both formally by senior staff and through peer observations between colleagues teaching related subjects and year groups. The evaluation includes the senior management team's assessment of its own

performance in effecting beneficial development, including the headmaster, who invites members of the staff team to contribute to his appraisal.

- 5.5 High quality staff have been appointed and successfully motivated to ensure they meet the needs of the boys. They are sufficiently trained in safeguarding, welfare, health and safety. They have an appropriate induction, which helps them to understand the operation of the school. Staff have good opportunities for professional development both within the school and through Alpha Plus. There are rigorous staff appointment procedures and the suitability of all staff, including the governors and proprietors, to work with children, is checked very thoroughly. The information is all included in the required single central register of staff appointments.

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

- 5.6 The school has an excellent and very co-operative relationship with parents, in accordance with its aims. In the pre-inspection questionnaires, parents indicated overwhelmingly that they are very pleased with all aspects of the school, especially the teaching and the pastoral care. The school provides parents with all required information through an informative website, electronic information in the entrance, newsletters, information evenings, an annual magazine and regular meetings. The increasing use of email has provided parents with ready communication, which they commented on enthusiastically, appreciating the way in which the headmaster and staff make themselves readily available. This begins with the enthusiastic 'meet and greet' by the headmaster at the top of the school steps at the start of each day.
- 5.7 Parents receive good information about their child's progress. Two detailed and informative reports are provided annually, which give very specific information of the work their son has covered in every subject, the progress he has made and what he needs to do next to improve. These reflect the teachers' extensive knowledge of the boys and the care they take to promote their learning. Parents have the opportunity to meet with staff formally three times each year but meetings can be arranged at any convenient time.
- 5.8 Parents confirmed that they have sufficient involvement in the school and plenty of opportunities are available for parental assistance, for example in connection with visits, dramatic productions, sports days, and fundraising events. They made very many positive comments about the school. Parents wholeheartedly subscribe to the ethos of the school and the high quality of the education provided.
- 5.9 Parental concerns are dealt with well. The school has a detailed policy, which meets requirements.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

6.1 The effectiveness of the EYFS is good overall, with a number of outstanding features, fulfilling the school's aim of providing a wealth of learning opportunities within a welcoming, positive and motivating learning environment. Staff recognise the uniqueness of each child, with effective systems for identifying additional needs and strong partnerships with parents and outside agencies ensuring outcomes for all children are at least good and, on occasions, outstanding. Excellent self-evaluation ensures the capacity for continued improvement.

6.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage

6.2 Leadership and management in the EYFS are good. Comprehensive policies are well-maintained and implemented consistently, thus promoting equality and eliminating discrimination. Pupils are well safeguarded. Staff recruitment checks are rigorous, and detailed risk assessments, reviewed annually for premises, and individually for outings, ensure children are safe at all times. Partnership with parents is outstanding and their responses to the pre-inspection questionnaire were extremely positive in all aspects. Close links with local nurseries and agencies also provide useful support. Staff have a shared vision for improvement which is set out in an ambitious, yet realistic, development plan. A thorough programme of staff appraisal and a commitment to professional development provide the foundations for continued development, based on secure self-evaluation. The deployment of resources, including staffing, is good. Timetabling is overly detailed, limiting opportunities for open-ended, free-play.

6.(c) The quality of the provision in the Early Years Foundation Stage

6.3 Provision in the EYFS is good. Space is used exceptionally well to create a stimulating environment, and outdoor areas, though compact, allow learning to be taken outside for short periods. The balance of child-initiated and adult-led activities is good overall, although time is not always available for children to develop their ideas. Adults have excellent knowledge of children's needs, making good use of information from previous settings. Carefully evaluated observations inform planning and assessment, based predominantly on adult-initiated activities, but with limited observations of child-initiated ones. Parents are encouraged to contribute to learning portfolios, which provide a detailed account of each child's progress. Effective identification of additional needs allow activities to be adapted to ensure each child is challenged and supported. Adults create a warm and welcoming environment where children's welfare is paramount.

6.(d) Outcomes for children in the Early Years Foundation Stage

- 6.4 Outcomes in the EYFS are good, with all children making good and sometimes outstanding progress in all areas of learning, working securely within the Early Learning Goals by the end of the EYFS. Progress in literacy is outstanding with children making phonically plausible attempts at writing complex words. Children also have good problem-solving and numeracy skills, adding and subtracting with confidence. Good use is made of the school's ICT suite, helping children to develop good computer skills. Children know how to stay safe as they move confidently around the building, and understand the importance of healthy eating, washing hands before meals and taking exercise, looking forward eagerly to gym and swimming classes. They are polite, well-behaved and co-operative, developing independence and responsibility through roles such as school council member and class leader. Knowledge and understanding of the world is evident in children's play as they discuss different styles of castles.

Section 2 includes what the Early Years Foundation Stage should do to improve its provision

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 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

Mrs Jill Bainton

Mr Lance Andrews

Mrs Diane Durrant

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Reporting Inspector

Head of design technology, IAPS School

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Early Years Co-ordinating Inspector