



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Broomwood Hall School**

**May 2022**

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## School's Details

<b>School</b>	Broomwood Hall School			
<b>DfE number</b>	212/6347			
<b>Address</b>	Broomwood Hall School 68–74 Nightingale Lane Clapham London SW12 8NR			
<b>Telephone number</b>	020 8682 880			
<b>Email address</b>	broomwood@northwoodschoools.com			
<b>Headmistress</b>	Mrs Louisa McCafferty			
<b>Proprietor</b>	Dukes Education			
<b>Age range</b>	4 to 13			
<b>Number of pupils on roll</b>	497			
	<b>Lower School</b>	251	<b>Upper School</b>	211
	<b>Northwood Senior School</b>	32		
<b>Inspection dates</b>	10 to 13 May 2022			

## 1. Background Information

### About the school

- 1.1 Broomwood Hall School is an independent day school situated on three different sites in south London. The lower school caters for male and female children and pupils aged 4 to 7 years, while the upper school caters for female pupils aged 7 to 13 years. The third site was acquired since the previous inspection and is known as Northwood Senior School. This site caters for male and female pupils aged 11 to 13 years. The school was founded in 1984 by the previous owner. Dukes Education acquired the school in September 2021 and provides oversight of the school.
- 1.2 There is a head of each section of the school who is overseen by a principal. The principal was appointed in April 2021.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### What the school seeks to do

- 1.4 The school aims to promote a broad, relevant, inclusive and stimulating education that focuses on pupils becoming proficient learners, who can approach any situation with a positive attitude and are equipped with the skills that will enable success. The school seeks to prepare and support pupils for the modern world that is ever changing. It seeks to provide an excellent education in an environment where pupils are valued, heard and respected.

### About the pupils

- 1.5 Pupils come mainly from the local area with most living within one mile of the school. A small number come from the wider London area. The school's own assessment data indicate that the ability of the pupils is above average compared to those taking the same tests nationally. The school has identified 84 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist support. Four pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for 73 pupils, three of whom receive additional support for their English.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are 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 FOCUSED 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 standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; 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.

Additionally, this visit serves as a material change visit to assess the school's proposal to increase the upper age limit from 13 to 14 years without increasing overall capacity.

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 standards 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's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

- 2.8 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.
- 2.9 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**

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 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**

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' 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.

**2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

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

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes 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 any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, 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.

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

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

2.16 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.

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

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

2.18 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.

**2.19 The standard relating to leadership and management of the school [paragraph 34] is met.**

### **3. Recommendation with regard to material change request**

#### **Summary of findings**

- 3.1 Inspectors found that there is sufficient space on the site to accommodate classrooms and suitable dining, toilet and washing facilities for pupils aged 13 to 14 years. The school has planned a suitable curriculum to cater for pupils aged up to 14 years. The school employs staff with sufficient experience and expertise to be able to cater for the needs of pupils aged 13 to 14 years.

#### **Recommendation**

- 3.2 It is recommended that the school's proposal, to increase the upper age limit from 13 to 14 years without increasing overall capacity, be approved.



## 4. 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.

**The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

### Key findings

4.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils' attainment and progress are excellent.
- The pupils' information and communication technology (ICT) skills are above expectations for their age.
- Pupils have notably well-developed communication skills.
- Pupils exhibit extremely positive attitudes towards their learning.

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

- Pupils' behaviour is exemplary.
- Pupils demonstrate excellent social skills and work effectively together.
- Pupils have high levels of self-confidence and self-esteem that are supported through the school's 'learning powers'.
- Pupils show a high level of awareness of how to keep safe and avoid risks, including when online.

### Recommendation

4.3 The school should make the following improvement.

- Further develop the strength and range of pupils' contributions to the local community.

### The quality of the pupils' academic and other achievements

4.4 The quality of the pupils' academic and other achievements is excellent.

4.5 Pupils of all abilities demonstrate high levels of academic and extra-curricular success. They make rapid progress over time from their individual starting points. This results from challenging and highly committed teaching within an inclusive pastoral system. The school meets its aims to ensure pupils become proficient learners who can approach any situation with positive attitudes. Children in the Early Years Foundation Stage (EYFS) make excellent progress so that almost all meet, and many exceed, the expected level of development for their age in relation to the national average. Data provided by the school from nationally standardised tests and internal examinations and assessment show that attainment is above the national average. In 2020 and 2021, all pupils who took independent senior school entrance exams were offered a place. A good proportion are awarded scholarships in academics, art, music, sport and drama. Across the school, pupils with SEND are equally successful in their attainment. This is because they are monitored closely and supported to ensure that their attainment and progress are relative to their peers. A small number of pupils with EAL do

not make the same level of progress. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching, including online provision, enables pupils to make progress and that the school meets their child's individual needs effectively.

- 4.6 Pupils of all ages, abilities and needs demonstrate an excellent level of knowledge, skills and understanding across a wide range of subjects studied. This is because teaching is well planned and successfully responds to individual interests and needs through clear tasks that are challenging and matched to learners' needs. The youngest children in EYFS are inquisitive learners who can write correct sentences and enjoy learning about different phonetic sounds. Junior pupils can apply scientific skills and previous knowledge to work out how bubbles are formed with different types of liquids. Pupils are extremely articulate and can effectively apply their extensive vocabularies to open ended challenges set in many lessons. As a result of careful questioning by teachers and the school's approach to thematic learning, pupils develop the ability to transfer their understanding and skills between subjects. Pupils have a high level of linguistic development, which is evident through the written work that they produce. They are adept at using a range of resources, manipulatives and learning tools to develop their understanding. For example, senior pupils in design and technology considered the different properties of polymers when trying to bend and cut them. Pupils' knowledge and skills are further reinforced through the extensive extra-curricular provision which is overseen by the effective leadership team. For example, junior pupils applied their understanding of forces in their construction club. Senior pupils considered different ingredients and the health benefits during a cookery club in the school's cookery centre.
- 4.7 Pupils display excellent communication skills and are confident, articulate speakers and listeners. They enjoy communicating in small groups throughout the school, they listen attentively to their peers, and they can verbalise their thoughts and ideas when presenting to the class. Children in EYFS are confident and articulate when talking to adults. They can communicate their feelings and consider how they feel when they have moments of quiet. Pupils have advanced literacy skills. They write with confidence and use these skills across the curriculum. Writing skills are consistently high across the age range, reinforced by the high expectations of staff. Junior pupils are passionate readers who talk enthusiastically about the books they enjoy. Pupils enjoy reading and performing in front of their peers and adults in the weekly church services, assemblies and drama performances.
- 4.8 Pupils have excellent numeracy skills which they use across other subjects such as science, geography, history and sport. For example, children in EYFS applied their understanding of number bonds to 10 working out how many teddy bears would be left when a certain number exited a bus that they had created. Pupils can effectively recall numeracy skills from previous lessons to apply them to open ended challenges. For example, Year 2 pupils were able to mentally add together the weights of a list of shopping when estimating weights of individual objects. Achievement in numeracy is strong, supported by the school's focus on developing application of mathematical skills and depth of understanding. In science, senior pupils used numeracy skills to work out accurately how temperature affects respiration in yeast. In music, Year 5 pupils applied numeracy skills well when discussing different numbers of beats.
- 4.9 Pupil's use of information and communication technology skills (ICT) is a strength throughout the school. Pupils are extremely competent users of digital technology and use it seamlessly across many of their lessons. Their core ICT skills are excellent for their age, supported by well-resourced facilities provided by leaders and the proprietor. From an early age, pupils use the school's interactive tablets and other devices to access resources, manipulate data and present their work. For example, children in EYFS used an electronic tablet to film themselves recounting pertinent facts while they were dressed up as insects. Pupils confidently use ICT to upload their digital work to their teachers to give personalised feedback. For instance, in a Year 6 science lesson, pupils uploaded pictures of the human eye that they had labelled. Pupils talked to inspectors confidently about their use of technology, coding and the creation of robotics, as seen in an afterschool club creating circuit boards to

programme robots. Senior pupils determined ways of creating hyper-links to change website images through HTML code.

- 4.10 Pupils display excellent attitudes towards their learning. They are eager to explore new ideas and excited when faced with open-ended problems. They are confident, highly enthusiastic and, with few exceptions, fully focused on meeting the intended learning outcomes for each lesson. Pupils use their excellent subject knowledge to consider outcomes for the challenges that are posed to them. They take pride in their independent approach to completing their homework under the guidance of their form teachers.
- 4.11 Pupils demonstrate a competitive spirit to succeed and succeed in many external competitions and awards in wide range of academic, sporting, musical and other activities. Throughout the school, pupils enjoy celebrating in the successes of their peers through assemblies, form time and celebration days. Musical instrument lessons are taken by a large number of pupils who achieve a high level of success in external examinations, with several gaining Grade 4 or higher. Individual pupils are members of the National Youth Girls' Choir, which is supported by a significant majority of pupils being part of the different school choirs. Pupils have achieved gold, silver and bronze at UK Maths Challenge, and senior pupils have had success in regional debating competitions. A large majority of pupils who have entered external speech and music examinations have achieved distinction level with their performances. Pupils have been highly successful in a number of sports, with notable success in hockey, netball, cricket and swimming. Pupils value the opportunity to represent the school in the regular inter-school sports fixtures. In their questionnaire responses, almost all parents agreed that the school provides a suitable range of extra-curricular activities.
- 4.12 Pupils' commitment to their own learning is exemplary. Pupils were keen and eager to learn new information during all lessons observed. They demonstrate a high level of curiosity which is created through the many open-ended challenges that are set. Pupils thrive on the opportunities to challenge themselves by taking on the challenges that are displayed throughout the curriculum. Pupils report that if they do find work challenging then they should independently work through the 'Five-B' system of help which involves 'brain, board, book, buddy, and boss'. They take great delight in recalling this system and how it helps them to work through problems that they face in their learning. Pupils are keen to improve their work where they apply different strategies of reflection that are discussed through their personal social health education (PSHE) lessons. Pupils say that their excitement to learn is further enhanced through the school's focus on 'learning powers' which are promoted throughout many of their lessons. Junior pupils display outstanding levels of initiative and independence in their learning. For example, in EYFS children come into the classroom and independently put their bags away and get out their equipment ready for the activities. Older pupils' willingness to show initiative and independence is enhanced through the many opportunities that they receive to work together in pairs or groups. For example, in a Year 8 biology lesson, pupils worked together very well to hypothesise and consider the different rates of respiration of yeast when different levels of heat were placed upon them.

### **The quality of the pupils' personal development**

- 4.13 The quality of the pupils' personal development is excellent.
- 4.14 Pupils demonstrate an excellent level of self-confidence. Pupils are able to recognise their own strengths and areas for development and can determine how to improve on these through different types of reflection. Pupils are resilient in both their approach to learning and when dealing with different challenges in their lives. Their resilience is supported by the school's five 'learning powers'. For example, Year 2 pupils in ICT applied basic coding skills to draw a variety of shapes and then improve their own shapes through trial and error using different codes. In Year 6 mathematics, pupils found some shape transformations challenging, but understood that they could succeed by persevering. They were confident enough to experiment and see what happened. Younger pupils

display self-awareness and confidence beyond their years. They talk with a real understanding about the importance of resilience and how it helps their learning. Effective feedback featuring realistic and achievable targets helps pupils identify the next steps in their learning, which are monitored by the effective senior leadership team. Older pupils can reflect on how they feel and they consider strategies to change this, which is strengthened through the effective well-being curriculum and pastoral systems. Pupils develop their confidence and self-esteem as they progress through the school as result of the entirely positive reactions with their peers and the adults around them. They openly discuss the positive relationships that they have with the staff whom they are happy to seek out when they have any problems.

- 4.15 Pupils display highly considered decision-making skills. They are confident when faced with making decisions in their learning and show a clear appreciation of how their choices affect themselves and others. For example, children in EYFS could decide which numeracy activity they wanted to take part in. Junior pupils discuss effective strategies they can use to help them feel better when they are feeling sad, including talking to a friend, doing exercise and singing. In a Year 4 literacy lesson, pupils were asked to revisit their written work and decide which parts may require re-editing. They collaborated effectively to work this out. The use of a visual marking scheme alongside the involvement of pupils in setting their own targets encourages effective decision-making.
- 4.16 Pupils show a keen awareness and noticeably strong appreciation of the non-material aspects of life. Pupils are able to empathise with their peers and understand the importance of seeing things from other viewpoints. This was seen in an assembly on mindfulness, where pupils had to consider how different people may see a particular image. Pupils understand how meditation techniques learned in PSHE can help them to relax if they struggle to sleep. They appreciate the power that hope can bring to people, as shown when they listened to an assembly about a man who was in darkness for five years. They show a deep appreciation of different pieces of music and reflect on how it makes them feel inside with a strong emotional vocabulary. Pupils understand how fortunate they are and the difference their actions can make to others. For example, pupils are involved with the link between themselves and a school in Ethiopia. Pupils do understand how they can contribute to the lives of others less fortunate than themselves.
- 4.17 Pupils exhibit a high level of moral awareness and understanding of the differences between right and wrong. The conduct and behaviour of the pupils observed throughout the inspection was exemplary. Older pupils understand that they do make mistakes with their behaviour, but they appreciate the caring support that they receive from the senior teachers when this does occur. Pupils support each other if any unkindness or intolerance is evident which is supported by effective pastoral staff and robust procedures. In EYFS, children respect their peers and patiently wait their turn before joining in with different activities. Year 1 pupils demonstrate positive behaviour when greeting the teacher and other adults in the room before quickly settling to a challenge activity. Pupils are polite and courteous, and consistently apply exemplary manners. They take pride in their organisational skills and help to manage their own organisation through charts in the classrooms. Pupils are able to reflect thoughtfully on ethical and moral issues. For example, during a biology lesson, Year 8 pupils discussed the ethical issues relating to cloning. Almost all pupils and parents who responded to the questionnaire agreed that the school encourages pupils to respect other people and behave well.
- 4.18 Pupils show empathy and kindness to others. They embrace the school's culture of being pastorally kind and respond when a peer needs help. Pupils of all ages work extremely well together in order to benefit their learning and achieve common goals. They value the opportunities to work together across different age groups. For example, older pupils supported the junior pupils when they put together music compositions for the house competition. They enjoy working together in small groups in their lessons when they are given choices about their learning. For example, in EYFS, children took part in an afternoon of different activities which required them to work collaboratively, giving each other fair turns when making mini-beasts and their own snail sandwiches. In a Year 6 mathematics

lesson, pupils moved around the classroom in a considerate manner, and there was a high degree of collaboration to produce the data required.

- 4.19 Pupils display a strong sense of loyalty towards their school. Senior pupils value the responsibility they are given in the leadership positions, particularly when supporting younger pupils. They strive to contribute effectively to the running of the school through school council, form captains and neurodiversity champions. For example, pupils were proud to discuss how school council had brought a change to how jacket potatoes are ordered at lunch time and how they have created change in the facilities in the playgrounds. Pupils willingly get involved in keeping the school tidy through litter picks of the grounds. They are keen to work together in different events to fundraise for both local and national charities. For example, a group of older pupils took part in a fundraising abseil to raise money for a local hospital. However, the strength and range of pupils' contributions to the local community beyond the school remains limited when compared to their contributions to those within the school.
- 4.20 Pupils of all cultures and religious faiths show respect and tolerance to others. This message is promoted through regular assemblies, PSHE, religious and well-being lessons where pupils are encouraged to treat everybody as an equal. Pupils value and respect diversity within society, treating one another with respect and sensitivity in their many dealings with their peers during the school day. Pupils appreciate the differences for the ways in which people celebrate their religions, as seen during an upper school assembly on Sikhism from a visiting speaker. A small minority of pupils who responded to the questionnaire disagreed that pupils were kind and respectful towards each other. Inspection evidence does not correspond to this negative view.
- 4.21 Pupils have an excellent understanding of how to stay safe inside and outside of school which is supported by the effective procedures implemented by the strong school leadership team. They enjoy staying fit and healthy and they show a willingness to be physically active. Junior pupils have an age appropriate understanding of physical and mental health. Junior pupils showed outstanding listening skills in an assembly as they learned about mental health. Some then spoke confidently to the whole group about strategies to help them feel better, which included exercise, singing, talking to friends and talking to the dog. They understand the importance of keeping hydrated through regular drinking of water. Pupils have a clear understanding of what makes up a healthy diet. They can talk about the importance of balance, knowing that some types of sugar are important. They make considered decisions about the desserts on offer each day. Pupils understand the importance of staying safe online. During discussions, pupils talked about keeping their passwords and private information safe. They know what to do if something goes wrong while they are online. Pupils have a clear awareness of the potential hazards when using the equipment in the design and technology laboratory. They effectively discuss the safety measures they should apply when using the different pieces of equipment and the need to have safety goggles on.

## 5. Inspection Evidence

- 5.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a representative of the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings, chapel and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Jason Hyatt	Reporting inspector
Mr Timothy Lewis	Compliance team inspector (Deputy head, IAPS school)
Mr Chris Calvey	Team inspector (Head, IAPS school)
Mr Patrick Mason	Team inspector (Director of studies, IAPS school)
Mr Richard Morgan	Team inspector (Head of department, IAPS school)