



**ISI**

Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Chinthurst School**

**February 2023**

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### School's Details

<b>School College</b>	Chinthurst School
<b>DfE number</b>	936/6347
<b>Registered charity number</b>	1081898
<b>Address</b>	Chinthurst School 52 Tadworth Street Tadworth Surrey KT20 5QZ
<b>Telephone number</b>	01737 812011
<b>Email address</b>	office@chinthurstschool.co.uk
<b>Headteacher</b>	Miss Catherine Trundle
<b>Chair of governors</b>	Mr Mark Elsey
<b>Proprietor</b>	Reigate Grammar School
<b>Age range</b>	2 to 11
<b>Number of pupils on roll</b>	284
	<b>EYFS</b> 60 <b>Juniors</b> 224
<b>Inspection dates</b>	21 to 23 February 2023

## **1. Background Information**

### **About the school**

- 1.1 Chinthurst School is a co-educational day school situated on the outskirts of Tadworth, Surrey. Founded in 1908, the school is a charitable trust administered by a board of governors. It became part of the Reigate Grammar School group in 2017, and the current headteacher was appointed at that time.
- 1.2 Classes from Nursery to Year 2 are located in a separate building on site and are referred to as the lower school, and those from Years 3 to 6 are referred to as the upper school.

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

- 1.3 The school's aim is to enable pupils to attain high academic standards while stretching and inspiring them through a challenging curriculum allied with the provision of sport, drama and music. It seeks to instil a love of learning within a warm and nurturing environment, where pupils feel confident to try new experiences within and beyond the classroom.

### **About the pupils**

- 1.4 Most pupils come from families with professional backgrounds within a ten-mile radius of the school. The school's own assessment data indicate that the ability of pupils is above average. The school has identified 61 pupils as having special educational needs and disabilities (SEND), which include dyslexia, autistic spectrum condition, attention deficit disorder and physical disabilities, all of whom receive additional help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language for 47 pupils, one of whom requires additional support. Where the school identifies the most able pupils in its population, it adapts the curriculum to support their needs.

## 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.

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, 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. 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 facilitate 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 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. 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'.**

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.

- Pupils' academic achievements are excellent.
- Pupils' knowledge, skills and understanding develop extremely well across all subjects.
- Pupils are highly confident communicators.
- Pupils' study skills develop highly effectively across the age and ability range.
- Pupils' attitudes to learning are exemplary.

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

- Throughout the school, pupils demonstrate exceptionally well-developed self-knowledge, self-confidence, self-esteem, self-discipline and self-awareness.
- Pupils' behaviour is excellent.
- Pupils work highly effectively with each other and demonstrate mature collaboration skills.
- Pupils' understanding of how to keep themselves safe, physically, mentally and online, is excellent.

#### Recommendation

3.3 The school is advised to make the following improvement.

- Enable pupils to develop their spiritual awareness and appreciation of the non-material aspects of life within the context of their local and wider communities.

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

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

3.5 The school successfully fulfils its aim to put happiness, manners, time, love, respect, trust, courage and wellbeing at the centre of its provision. Pupils demonstrate excellent levels of academic achievement as a result of challenging and compassionate teaching, and a committed, holistic and nurturing approach to pastoral care. All pupils, including those with SEND, EAL and the more able, attain results in standardised assessments that are significantly above those of other pupils nationally who take the same tests. This is due to the resolute commitment of senior leaders to develop the curriculum, planning and assessment, and to the consistently high expectations of teachers. Sensitive, caring teaching in the EYFS ensures that individual needs are at the heart of all decision-making and



planning, enabling children to make significant progress. Most children achieve the expected learning outcomes by the time they leave Reception. The number achieving this level of outcome is significantly above national norms. Based on evidence seen in data provided by the school, lesson observations, work scrutiny and interviews, pupils of all abilities make excellent progress over their time in the school, achieving above their indicated potential. Effective tracking and monitoring systems lead to appropriate interventions which support this progress, resulting in strong academic outcomes. Those pupils with SEND achieve similar levels of progress, often from significantly lower starting points, benefiting from the knowledgeable and sensitive support provided by the school and adopted by all teachers. The overwhelming majority of parents who responded to the pre-inspection questionnaire agreed that teaching enables their children to make progress. All pupils who responded to the questionnaire felt that their teachers know their subjects well, are supportive, and know how to help them to learn. Inspection evidence supports these views.

- 3.6 Pupils demonstrate excellent knowledge, skills and understanding across a range of subjects. For example, when pupils in Year 2 investigated how high different balls bounce and learned to make predictions, they recorded data and drew conclusions in a science experiment. Pupils in Year 3 demonstrated excellent ability to write full sentences in Spanish about their likes and dislikes of subjects. Pupils in Year 3 confidently explain the use of fronted adverbials and use them effectively to enhance their writing. In art, pupils in Year 5 extended their understanding of colour mixing when painting landscapes of a French impressionist scene using tempera. Pupils in Year 6 demonstrated excellent understanding of what makes a dichotomous key in science when sorting Minions.
- 3.7 Pupils' communication skills are excellent. They are articulate, nuanced and mature in their verbal interactions with peers and adults. From the earliest age, Nursery children make excellent progress when mark making which leads on to formal letter formation. By Reception, they write words and names independently and in full sentences. In Year 1, pupils are confident writers and expand their written language skills, ably choosing adjectives to describe picture prompts as they retold the story of *Jack and the Beanstalk*. Pupils in Year 2 are highly creative and expressive when describing their feelings, for example, when reacting to waking up in London during the Great Fire. By Year 6, pupils use outstanding levels of vocabulary in their persuasive writing tasks. For example, when considering whether people joined up or not during the First World War, they referred to the 'trembling voice of injustice' and described what the Government said as a 'corrupt fairy tale'. Reading is highly valued and given a prominent place in daily school life. The youngest children make excellent progress in learning sounds and developing pre-reading skills. Pupils say how much they enjoy reading and how their time at school has helped them to develop a love and appreciation of literature. Younger children enjoy older pupils coming to read to them. Pupils show an awareness of how important listening is to the progress they make in their learning, identifying the correlation between excellent listening skills and positive outcomes.
- 3.8 Pupils are highly numerate and demonstrate their skills in mathematics lessons and across a range of subjects. EYFS children make excellent progress, taking every opportunity to reinforce their mathematical language. For example, when reading from 1 to 5 they counted how many children were going on a picnic. Pupils in Year 4 write up to at least two decimal places and understand how to use a value placeholder. Pupils in Year 5 demonstrated great confidence in converting mixed numbers with fractions, understanding the role of the denominator and how to simplify fractions. Throughout the school, pupils are encouraged to verbalise their mathematical reasoning and recognise alternative ways to arrive at an answer. Pupils apply their mathematical skills effectively to other curriculum areas, and senior pupils spoke knowledgeably about measurement in science, counting syllables in haikus in English, using angles in art, scales and coordinates in geography, timelines in history, numbers in languages and spatial awareness in games.
- 3.9 Pupils' information and communication technology (ICT) skills are well-developed. From EYFS, children use games to improve mouse control and confidently program robots. Children in Reception use tablets in the woodland learning environment to record signs of spring growth. Older pupils use tablets

for research in history, geography and art and word processing in English and project work. Pupils in Year 3 demonstrated excellent skills when using stop-motion animation to show how plants grow in science. Pupils in Year 4 demonstrated highly competent application of programming skills when using an online platform to build a virtual aquarium.

- 3.10 Pupils develop excellent study skills across the full panoply of their learning. EYFS children recognise various types of learning skills through stickers which represent the characteristics of effective learning such as, 'Slinky Link Snake' for critical thinking and 'Exploring Elephant' for discovering information. As they move through the school, these develop into four characteristics of what makes a good learner: critical thinking, collaboration, resilience and responsibility. Pupils draw upon a range of sources in their learning, for example, pupils in Year 4 researched Henry VIII's wives, recognising variations in the information in different sources. For example, they identified different spellings of Catherine and the contested number of days Henry waited to marry Jane Seymour after Anne Boleyn's death. Pupils demonstrate their ability to hypothesise from an early age, for example, in Year 1, when predicting what happens to puddles over time, pupils noted that the water 'evaporates'. Pupils in Year 3 analysed how pseudo facts were used to manipulate advertisements in an old television advert. Pupils develop the ability to demonstrate higher-order thinking skills. For example, pupils in Year 6 discussed the differences between the austerity of the protestant church and the extravagances of the catholic church in the sixteenth century.
- 3.11 Pupils demonstrate excellent levels of extra-curricular achievement, expanding their interests beyond the classroom through a range of activities including choir, ballet, swimming, mindfulness, sewing, bible stories and Taekwondo. Pupils' performing skills are well-developed, and participation in a wide range of events, including soloists' concerts, productions, performances in the local community and performing in assemblies, is enjoyed by the whole community. Pupils' individual performance in music and drama is of a high standard, and a large number of pupils receive distinctions in speaking and acting examinations. Pupils do well in external music examinations, around two-thirds of whom achieve merits and a quarter of pupils achieve distinctions. The school's highly valued and much-loved gender-neutral sports programme, recently recognised through a national award, offers pupils opportunities to have choice and agency in their sporting development. Pupils spoke passionately about the sports provision which is successful in enabling them to experience high-quality training and matches against local schools as well as preparing them for further development at regional, national and international events in football, golf and cricket. Pupils' artwork adorns school corridors, and high-achieving pupils' work has been selected for exhibition in two national galleries. Pupils in Year 6 successfully gain places at a broad range of independent schools, most with demanding entry requirements. Increasingly, between a quarter and a half of pupils achieve academic, music, drama and sport scholarships.
- 3.12 Pupils exhibit outstanding attitudes to learning. Nursery children settle quickly to listen to stories, Reception children are highly attentive when they listen to instructions in the woodland area, and pupils in Year 2 are fully engaged in discussions during circle time. Pupils in Year 3 work with great care when completing individual handwriting tasks and take great pride in their work. Pupils enjoy each other's contributions and demonstrate excellent initiative and independence. For example, in a mathematics lesson, pupils in Year 4 took initiative for their learning and tried hard to understand a challenging question about how to turn a decimal into a fraction. Whilst pupils found it difficult, they demonstrated high levels of perseverance. Pupils in Year 4 were highly articulate when explaining how the learning objective fitted into the topic of deforestation. Pupils in Year 6 exhibited outstanding attitudes when creating persuasive posters in English, drawing upon the ideas of peers and explaining why collaboration was important to their learning.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils throughout the school demonstrate high levels of self-knowledge, self-confidence, self-esteem, self-discipline and self-awareness. This is supported by the exceptionally strong pastoral care they receive and the excellent relationships they enjoy with their teachers. Pupils are confident that the school supports and encourages them to succeed in all they attempt and, as a result, they respond to challenges with enthusiasm, courage and confidence. From the youngest to the oldest, pupils are encouraged not to fear failure, but to learn from their mistakes. This ethos promotes and develops their confidence and work ethic. From a very early age, children are actively encouraged to challenge themselves, take risks and move outside their comfort zones, encouraged by the 'go-for-it Gorilla' to develop independence. The school's strategy for developing pupils' emotional and behavioural understanding through four zones of regulation is highly effective and understood from the EYFS up. Pupils confidently spoke about how they use the coloured zones to recognise their own emotional health and are proficient in applying strategies of self-help rather than expecting the adults to fix everything.
- 3.15 Pupils understand the importance of making the right decisions in response to learning and choice of tasks in lessons, for example, when deciding which level of challenge to attempt in mathematics. They know what impact their behavioural choices may have on those around them as well as having an effect on their own success. Pupils learn to make decisions from an early age, such as when EYFS children make independent learning choices in 'busy time' and in outdoor-learning activities. By Year 6, pupils are helped to develop their critical thinking regarding decision-making. In tutor time, they start with non-contentious options, such as whether they prefer chocolate or ice cream, then move on to making more challenging decisions, for example, which is more important, money or peace? This approach to making good decisions is manifest in the school's behaviour strategy. Pupils spoke of the highly effective system where minor behavioural infractions can result in the loss of 'golden time' minutes.
- 3.16 Pupils' development of spiritual awareness and their appreciation of the non-material aspects of life is seen in some areas of school life. For example, pupils clearly enjoy their regular visits to the local church and their walks in the woods with the headteacher's dog. Reception children demonstrated a buzz of excitement as they discovered signs of new growth during a visit to their woodland learning environment. Older pupils express their feelings and connect with their deeper selves through poetry, drama and the creative arts. Pupils value their time spent in PSHE and form sessions where they demonstrate a mature awareness of the importance of gratitude and the affirmation of the importance of creating positive mental health. Opportunities to further develop their spiritual understanding in school are limited.
- 3.17 Pupils' behaviour in lessons and around the school is outstanding. They demonstrate a highly developed sense of moral responsibility, something which comes to the fore in discussions with them. The vast majority of parents and all pupils responding to the questionnaires agreed that the school expects pupils to behave well and this expectation, supported by a clear policy and strategy, leads to a homogenous and caring environment. Pupils understand the need to be kind towards each other and demonstrate an excellent understanding of what is right and wrong, exhibiting knowledge of, and living by, the Chinthurst golden rules. Pupils are thoughtful and reflective. They demonstrate tremendous maturity when discussing how they can regulate their own behaviours and are receptive to learning from their mistakes. This is a clear result of the school's promotion of the zones of regulation and the incentive of 'golden time'.
- 3.18 Pupils exhibit mature levels of social awareness and work highly effectively with each other. Collaboration is a well-honed quality of the pupils, exemplified on a daily basis in the classrooms, sports field and around the school. They are open and responsive to each other, to their teachers and to visitors. Nursery children were observed working together spontaneously during playtime in a game

of 'knights and dragons', and in an emotional literacy support session, pupils enjoyed the task of describing someone else in the room and guessing who the others were describing. When analysing persuasive techniques in an English lesson, pupils in Year 4 demonstrated excellent collaborative working skills, dividing up the paragraphs amongst themselves in order to identify and select persuasive techniques more efficiently. In a physical education lesson, pupils in Year 4 collaborated sensibly and effectively to create gymnastic routines in pairs, combining elements that were compulsory alongside ideas of their own. In drama, pupils in Year 5 worked effectively with each other to create a sense of harmony when performing tongue twisters. They listened sympathetically in pairs to ensure the timing was right during performance, despite very little rehearsal time. In a school council meeting held during the inspection, pupils effectively and enthusiastically discussed agenda items in groups. In response to the questionnaire, the overwhelming majority of parents felt the school helps their children to develop strong teamwork and social skills.

- 3.19 Pupils' contribution to others in the school community is excellent. They are aware of the need to be positive role models, and older pupils regularly support younger children in their learning and play. Pupils in Year 6 take on a range of responsibilities, allowing them the opportunity to lead the school as head boy, head girl, prefects and heads of house, leading events and showing independence within their roles. For example, the heads of house choose the teams for house football and netball matches, ensuring pupils are distributed evenly to guarantee a fun afternoon of sport for all. Pupils are proud to be members of the school council and speak enthusiastically about the positive impact this group has on the lives of all pupils. For example, the council secured the purchase of, and rules for the use of, new playground equipment and, monumental to the history and shape of the school, the creation of four new houses to replace what pupils identified as being the current outdated three. Pupils committedly raise funds for charities through a range of in-school activities including litter picks, non-uniform days and business enterprise initiatives. Whilst there are a few opportunities to engage with the local community through singing and letter-writing to local elderly residents, the pupils and school leaders recognise that more could be achieved in this area.
- 3.20 Pupils show respect for others and value diversity within society through clear and evident sensitivity and tolerance to those from different backgrounds and traditions. The school's overarching mantra, proudly displayed around the school, that 'Everyone is welcome here; everyone belongs,' is lived out by the whole school community on a daily basis. During Black History month pupils from Reception upwards researched and collaboratively wrote class presentations for assemblies on people representative as British black pioneers. The strength of feeling amongst the pupils regarding their gender-neutral sports programme is a key indicator of their values, as is their desire to change the house system to better reflect the current school's demography in today's society. In response to the questionnaire, all pupils felt that the school teaches them how to build positive relationships and friendships.
- 3.21 Pupils have an excellent understanding of how to keep themselves safe physically, mentally and online. The vast majority of parents responding to the questionnaire agreed that the school encourages pupils to adopt a healthy lifestyle. Pupils display competency in their understanding of how to look after themselves online, supported by discrete ICT lessons, assemblies and PSHE lessons. Pupils understand the ramifications of cyberbullying, make mature inferences, and explore what personal qualities it might take to be good citizens. The mental wellbeing of pupils is supported very effectively through the PSHE curriculum and the care and support of staff. From the youngest age, pupils are encouraged to identify and talk about their feelings through the highly effective use of colour regulation zones. Pupils feel safe in their school and are grateful to the staff who support and care for them.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions, form time, a school council meeting and a hymn practice. 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 Alexander Mitchell	Reporting inspector
Mrs Naomi Fowke	Compliance team inspector (Retired head, ISA school)
Mr Ian Silk	Team inspector (Head, IAPS school)