



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

The King Alfred School

March 2022

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School's Details

School College	The King Alfred School			
DfE number	302/6004			
Registered charity number	312590			
Address	The King Alfred School Manor Wood 149 North End Road London NW11 7HY			
Telephone number	020 84575200			
Email address	kas@kingalfred.org.uk			
Head	Mr Robert Lobatto			
Chair of governors	Mrs Annabel Cody			
Age range	4 to 18			
Number of pupils on roll	677			
	EYFS	39	Juniors	269
	Seniors	268	Sixth Form	101
Inspection dates	22 to 25 March 2022			

1. Background Information

About the school

- 1.1 The King Alfred School is an independent co-educational day school situated on the edge of Hampstead Heath in north west London. It was founded by parents as a 'rational' school in 1898 with the belief that pupils should be educated in a secular environment that encouraged learning for its own sake. The school occupies two sites that are immediately across the road from one another. It is owned by the King Alfred School Society and run as a charitable trust. It is administered by a board of governors known as the Council, whose members are drawn from the Society and are parents of current or former pupils.
- 1.2 Since the previous inspection the school has built a new sixth form block.
- 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 maximise the potential of each pupil by providing an outstanding holistic education. It seeks to provide a rigorous and inspiring academic experience alongside authentic personal development of each pupil.

About the pupils

- 1.5 The majority of pupils come from families with artistic, professional or business backgrounds situated within a ten-mile radius of the school. The ability profile of the pupils is above average. The school has identified 206 pupils as requiring support for special educational needs and/or disabilities (SEND) such as dyslexia and information processing, 152 of whom receive specialist support. There are 4 pupils who have an education, health and care (EHC) plan. English is an additional language (EAL) for 88 pupils, most of whom speak competently in two languages at home. Additional support for English is given to 18 of these pupils. The school modifies the curriculum for the more able and for others due to their special talents in art, music and sport.

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. 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 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 lower 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 At GCSE in the years 2019 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2019 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.5 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.
- 2.6 Pupils receive relationships education in the lower school and relationships and sex education in the upper 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.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.10 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.
- 2.11 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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.13 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

- 2.14 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.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

- 2.16 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.
- 2.17 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

- 2.18 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.
- 2.19 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

- 2.20 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.
- 2.21 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 of all ages have excellent knowledge, skills and understanding which they routinely apply across all subjects.
- Pupils display excellent communication skills both orally and in their written work.
- Pupils demonstrate highly developed study skills, confidently using these to challenge and extend their learning.
- Pupils display exemplary attitudes towards their learning.

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

- Pupils display excellent levels of self-awareness, taking full responsibility for their own development in preparation for the next steps in their lives.
- Pupils have a strong sense of right and wrong. They value their independence and understand the responsibility that comes with this.
- Pupils are respectful individuals, enjoying an excellent relationship with peers and adults alike.
- Pupils actively promote a strong culture of tolerance and empathy towards others that fully embraces the inclusive ethos of the school.

Recommendation

3.3 The school should make the following improvements.

- Enable upper school pupils to apply their numeracy skills consistently and effectively across all areas of the curriculum.

The quality of the pupils' academic and other achievements

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

3.5 Pupils of all ages make rapid progress across the full range of subjects in the curriculum and demonstrate a strong level of achievement both in their academic studies and through their extra-curricular commitments. The high level of attainment successfully reflects the school's aims to provide pupils with an holistic educational experience strongly combining academic and personal development to equip pupils with all-round life skills for the future. At A level in the years 2020 – 2021, over half of grades achieved were consistently A* to A with almost all pupils achieving A* to C. At GCSE

in those same years, over half of grades achieved were at levels 9 to 8 with three quarters at levels 9 to 7. In the years 2020 and 2021, significant numbers of pupils in the lower school exceeded expected progress levels. There is no significant difference in attainment between the different groups within the school with pupils of all ages achieving the same high level of progress. Pupils are supported in their learning by excellent procedures for assessment and monitoring and by the high quality resources which are provided by school managers and effectively implemented in the teaching. The very large majority of parents state in their responses to the questionnaire that teaching enables their children to make progress, with an overwhelming majority satisfied that their children are prepared effectively for life in modern society.

- 3.6 Pupils demonstrate an excellent knowledge of their subjects and effectively apply their understanding across all areas of their learning. Children in Reception recognised a variety of graphemes and quickly assimilated the newly introduced 'ir' sound. In a science lesson, Year 3 pupils successfully applied their understanding of what a 'property' is when describing the characteristics of a range of rocks, some being waterproof, shiny, crumbly or strong. Year 10 pupils accurately recalled the twelve labours of Hercules in their Classical Civilization class, explaining correctly why these labours may be considered heroic. Pupils in a Year 13 English lesson, producing their own revision guide to *Hamlet*, demonstrated very secure understanding of text, context, critical views and modern productions of the play. Their guides included a useful synopsis, key quotations, critical analysis and examiner tips to prompt examination success. In the newly introduced Independent Enquiries (IE) curriculum for Year 6 to Year 8, pupils effectively apply their knowledge and skills as they work on cross-curriculum projects. Year 6 pupils pooled their understanding of a range of disciplines as they examined ideas for a 'City of Empathy', discussing the cost and impact of magnet trains, electric cars and mental health counselling. Pupils are proud of their work. They feel a strong sense of responsibility for their own learning, successfully fulfilling the school's aims to nurture independent learners. They are supported by a carefully structured curriculum, which allows work in the upper school to build on the learning that has taken place in the lower school, well-planned lessons and suitable facilities. Pupils are inspired and challenged in their learning by the passion teachers have for their subjects.
- 3.7 Pupils demonstrate high levels of competence in the way they communicate and write. They are highly articulate and participate enthusiastically in their lessons. In discussions with inspectors, Year 5 pupils accurately recounted a creative writing task where they retold a traditional tale giving it a twist, delightedly explaining how Humpty Dumpty wanted to join the gang of hard-boiled eggs. Year 2 pupils effectively devised their own collective nouns such as a *choir of bush babies* and a *dance of butterflies* while Year 4 pupils in their English lesson, successfully explored the use of expressive language to describe a tree, such as a *tangled canopy of leaves*. During their form time, Year 8 pupils competently expressed their opinions as they discussed free will versus the rule of law, listening carefully to the views of others. The quality of writing is excellent across the school. Pupils in Year 4 used thoughtful, persuasive language to describe how dragons could have evolved if they were real. Year 12 pupils produced poignant, poetic prose narratives reflecting on their art walk. Across all the age ranges, pupils rapidly develop their communication skills supported by the positive encouragement they routinely receive from their teachers.
- 3.8 Pupils display strong numeracy skills. In a mathematics lesson, Year 1 pupils successfully used additions and estimations, while pupils in Year 2 quickly grasped the concept of equal fractions making a whole number. In a Year 12 mathematics lesson, pupils effectively used equations of motion to accurately solve problems. Pupils competently apply their numerical skills in other subjects as when Year 5 pupils successfully employed their mathematical skills to work out different areas of a park plan. In a computer science lesson, Year 10 pupils demonstrated a good understanding of how to interconvert numbers in binary and denary systems. Lower school pupils routinely use their numerical skills across the curriculum, but opportunities for upper school pupils to apply their mathematical skills in other subjects are less evident. Pupils are highly competent in their use of information and communication technology (ICT) and apply their skills very effectively across a range of subjects. Pupils competently access online learning platforms, prepare learning logs, utilise embedded video clips,

research projects and share documents and ideas with each other. They make excellent use of online quiz apps in revision sessions and routinely use their skills in other subjects, as was seen in a design and technology lesson when Year 9 pupils converted hand-drawn logo designs into digital imagery preparatory to printing on garments. Supported by leaders' initiative where every pupil from Year 6 upwards has their own electronic device, pupils routinely use technology with high levels of competence to promote all aspects of their learning.

- 3.9 Pupils display excellent study skills. They have high aspirations and are strongly motivated to succeed. Pupils in the lower school rapidly acquire an analytical approach to their learning supported by a classroom ethos which promotes a skill set of evaluation and reflection. Pupils in a Year 4 English lesson effectively analysed pictures from a story board, aptly applying a wide range of adjectives such as *rickety* and *decrepit*. In a Year 8 Music lesson, pupils competently analysed how film music had been used to create mood and suspense. In their extended project qualification essays, Year 13 pupils demonstrated excellent higher order study skills in synthesising ideas and techniques to create unique products such as photographic sculptures and a metal ring. Their ability to 'think outside the box' was evident when 3D objects were made to appear 2D, thus parodying the work of artists who produce the opposite. These excellent study skills are fostered by an informal style of teaching which encourages active pupil participation and independence of thought. Pupils respond positively to the classroom ethos where mistakes are seen as learning opportunities, and they develop a mature, committed approach to their learning.
- 3.10 Pupils of all ages successfully participate in the school's extracurricular programme, developing confidence and resilience as they gain new skills. Pupils enjoy the weekly choice afternoons where they successfully engage in a range of non-academic clubs and activities, including yoga, fitness, gardening and blacksmithing. Pupils participate successfully in local and national sporting tournaments, stressing the importance of enjoyment versus competition. In 2020, the first school participants in the Duke of Edinburgh's Award scheme achieved gold awards with a growing number of pupils joining the programme. Pupils are extremely successful in the creative arts, many playing musical instruments and achieving high levels of attainment in their singing, as well as taking part in the annual school musicals and concerts. Pupils are particularly successful in their LAMDA examinations with almost all gaining distinctions and many achieving bronze, silver and gold medals at distinction level. Pupils taking the University of Arts, London (UAL) diploma produce work of a very high quality, performing at the school's own Phoenix Theatre. The level of pupils' achievement was extremely high in the end of year exhibitions for A level in Art, photography, film studies and DT. Through the strong extra-curricular programme, pupils gain experience and life skills, fully supported by the commitment of staff and the resources provided by the school's leaders and governors.
- 3.11 Pupils demonstrate excellent attitudes towards their learning. They work independently and collaboratively with energy and purpose. Pupils understand the importance of taking charge of their own work and respond to the informal ethos of the classroom with maturity and a keen sense of responsibility. Pupils in the lower school are actively involved in planning and reviewing their personal learning diaries and this strongly engages them in their learning. Upper school pupils develop strong leadership skills through the opportunities the school gives them to devise their own projects and coursework. They are grateful for the teaching style which allows them to take the initiative in developing, producing and improving their work. Pupils of all ages demonstrate an intrinsic motivation towards their work and towards their contribution to the extracurricular life of the school, and this comes from the high expectations of their teachers and from the school's culture of mutual respect.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils display very high levels of self-confidence in their academic studies and in their lives beyond the classroom, fully in keeping with the school's aims. This quality is promoted by the emphasis the school places on developing personal qualities in line with the concept of *Know, Be, Do*, where knowledge, attributes and skills are seen as equal in value. Pupils are self-aware and know how they can improve themselves in all aspects of their lives. They approach their studies with self-discipline and commitment. They are mature and welcoming, readily accepting the worth of every individual in their community. Pupils participate in all aspects of school life with whole-hearted enjoyment, set themselves challenging targets and persevere until they are successful. Across the school, pupils take responsibility for their own learning and readily reflect on their performance, supported by the encouragement they receive from teachers and peers. They gain self-knowledge as they accept new challenges, determined to improve their performance in all they do in preparation for the next stage of their lives.
- 3.14 Pupils have an excellent understanding that the decisions they make are key to their success and progress. They understand and value how the school's culture, which encourages pupils to make their own decisions on a daily basis, allows them to develop personal independence. Upper school pupils decide which examination options to choose and are appreciative that the school facilitates their choices, whatever combination of subjects they select. They feel well supported by the careers guidance they routinely receive, and which allows them to make suitable decisions for the future. Lower school pupils value the freedom of choice they have whether in deciding what to wear each day or where to sit for their lunch, gaining awareness of how the decisions they make affect their welfare. Pupils of all ages understand the importance of sharing a well-run, harmonious community and gain an awareness of how their individual choices affect everyone throughout the school.
- 3.15 Pupils have an outstanding sense of right and wrong. They respond well to the school's system of restorative justice and demonstrate excellent behaviour within and outside the classroom. Pupils are reflective and show that they can regulate their own behaviour and are willing to take responsibility when they get things wrong. They understand their individual responsibility to help others and not take advantage of the freedom they are allowed, either academically or socially. Pupils in Year 5 explained how they need to be calm in their lessons after exciting playtimes. Year 12 pupils accurately described the informal, friendly atmosphere of the school where trusting each other is important and where written rules are not necessary when expectations are clearly understood. Year 9 pupils, in a personal, social, health and economic (PSHE) lesson, showed an awareness of the need to help others as they ardently discussed social responsibility, proposing improvement of state education for all and the abolition of statues commemorating slave traders. Throughout the school pupils display a clear understanding of moral choices and behave kindly towards each other in keeping with the school's ethos of doing right by others.
- 3.16 Pupils demonstrate a strong appreciation of the non-material aspects of life and how these strengthen their self-awareness. They are open to the beauty of their campus, chatting unabashed about the loveliness of the spring blossom and describing their pleasure when lessons can be outside in the sunshine. Each year, pupils in Year 8 participate in 'The Village Project' where they spend a week living outside in dwellings they construct themselves, gaining a new perspective and appreciation for nature. Year 2 pupils felt that planting trees in their outdoor learning gave them an understanding of their place in the world. Pupils in the lower school frequently lead their class mindfulness sessions, appreciating the restorative nature of taking time to be quiet and reflective. Reception children expressed love in their carefully crafted Mother's Day cards. Throughout the school pupils freely express themselves through the creative arts, challenging perceptions in their innovative art and photography. Pupils in Year 13 explained how a piece of scrap metal had the potential to be 'something stunning' while Year 4 pupils let their imaginations run riot as they designed fearsome monsters. Pupils gain an understanding about a range of faiths through visits to places of worship, by

participating in special workshops for Year 9 and the sixth form, and through exploring world religions and philosophies through PSHE and Philosophy lessons. They mark occasions such as Holocaust Memorial Day with sensitivity and thoughtfulness, demonstrating their appreciation for the sufferings of others. Pupils feel well supported by the strong pastoral provision which allows them the time and opportunity to reflect on their lives and promotes their spiritual wellbeing.

- 3.17 Pupils are extremely socially aware and show an excellent understanding of the importance of helping others. They are highly supportive of each other in their lessons and effectively work together with enjoyment and purpose. Children in Reception worked co-operatively and excitedly together as they sought to recapture leprechauns which had escaped from the classroom. Year 6 pupils effectively undertake their role as 'Crew' when pupils of different year groups work together in activities, for example, when rehearsing their cheerleading routines ready for performance. Year 12 pupils collaborated highly effectively to hone a performance of a Pinter scene in a workshop with a professional actor. Class representatives take their role on school council seriously and conscientiously present the views of their peers and report back on council decisions. Sixth form pupils meet with governors in formal Council meetings, gaining confidence and experience as they discuss future plans for the school. Pupils of all ages demonstrate a strong sense of responsibility towards those in need in the wider community, regularly arranging fund raising activities to support local, national and international charities. The vast majority of parents state that school successfully equips their children with collaborative skills, and it is commonplace for pupils to work effectively together. Older pupils appreciate the relationship they have with their teachers, where they are treated as adults and equals. They say that this relationship enables them to see the value of working together and the benefit that accrues from strong working partnerships.
- 3.18 Pupils are genuinely supportive of each other. They are extremely proud of their school and proud of the open, inclusive atmosphere which acknowledges the worth of every individual. This is a tolerant community where pupils appreciate the richness of diversity and are willing to learn from each other. Children in Reception gain strong awareness of the diversity of society through the carefully planned provision of toys and books that celebrate difference. Pupils in Year 6 effectively deepen their understanding of different nationalities through topics such as migration and through 'Language of the Week'. In a Year 10 and 11 assembly for World Poetry Day, pupils effectively engaged with the poetry of Tagore, demonstrating their appreciation for Indian culture. Year 9 pupils thoughtfully explored the American Dream and the Black Lives Matter movement in a geography lesson, developing their understanding of other cultures and how they are related. Art exhibitions on the legacies of colonialism in the upper school, demonstrate pupils' understanding of and respect for other cultures. An overwhelming majority of parents are satisfied that the school actively promotes values of democracy, respect and tolerance.
- 3.19 Pupils feel safe in their school and are confident in their understanding of online safety. They know how to lead healthy lives and understand how their decisions may affect their health and mental wellbeing. They understand the benefits of a well-balanced diet and exercise, taking advantage of the healthy options available at lunch and willingly engaging in sporting opportunities, both in lessons and activities. Pupils in the lower school understand the boundaries of the school campus and adhere carefully to the rules for crossing the road. Pupils become aware of how they can help others as they train as peer counsellors and throughout the school, pupils are appreciative of the support they receive for their emotional health from the pastoral team. Pupils are confident that they can talk to any of their tutors or teachers if they have concerns. Their confidence reflects the excellent relationship that exists between pupils and those who care for them. This is promoted successfully by leaders and members of the Council and is very much in keeping with the school's aim to provide an environment where pupils may 'Thrive at school and beyond.'

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 the chair of governors and a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended tutor meetings 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

Mrs Pamela Johnson	Reporting inspector
Mrs Naomi Fowke	Compliance team inspector (Former Head, ISA school)
Dr Richard Brookes	Team inspector (Head, HMC school)
Dr Sarah Lockyer	Team inspector (Former Principal, ISA school)
Mr Chris Ward	Team inspector (Head, IAPS school)
Mrs Eithne Webster	Team inspector (Former Head, IAPS school)