

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

LOCKERS PARK SCHOOL

NOVEMBER 2017



CONTENTS

CONTENTS	2
SCHOOL'S DETAILS	3
BACKGROUND INFORMATION	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. REGULATORY COMPLIANCE INSPECTION	5
Preface	5
Key Findings	7
PART 1 – Quality of education provided	7
PART 2 – Spiritual, moral, social and cultural development of pupils	7
PART 3 – Welfare, health and safety of pupils	7
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	8
PART 6 – Provision of information	8
PART 7 – Manner in which complaints are handled	8
PART 8 – Quality of leadership in and management of schools	8
3. EDUCATIONAL QUALITY INSPECTION	9
Preface	9
Key Findings	10
Recommendations	10
THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS	11
THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	13
4. INSPECTION EVIDENCE	15

SCHOOL'S DETAILS

School	Lockers Park School			
DfE number	919/6023			
Registered charity number	311061			
Address	Lockers Park School Lockers Park Lane Hemel Hempstead Herts HP1 1TL			
Telephone number	01442 251712			
Email address	secretary@lockerspark.herts.sch.uk			
Headmaster	Mr Christopher Wilson			
Chair of governors	Mr Christopher Lister			
Age range	4 to 13			
Number of pupils on roll	171			
	Boys	166	Girls	5
	Day pupils	155	Boarders	19
	EYFS	9	Juniors	102
	Seniors	60		
Inspection dates	14 to 16 November 2017			

BACKGROUND INFORMATION

About the school

- 1.1 Lockers Park School is an independent day and boarding school for boys aged from 4 to 13 years and girls from 4 to 7. Founded on its present 23-acre site in Hemel Hempstead in 1874, it is a charitable trust overseen by a board of governors. The boarding accommodation and some teaching rooms are in a listed Victorian building. Since the previous inspection in 2011, a new pre-prep building has been constructed. The present headmaster was appointed in January 2014. The school has 19 pupils who are full or weekly boarders, and another 48 who board occasionally.

What the school seeks to do

- 1.2 The school aims to teach and prepare every child to become a confident and high achieving citizen of the future with enduring values of respect, honesty and a curiosity to learn. It seeks to provide an outstanding academic education, day and boarding provision, and abundant opportunities for all pupils based upon strong pastoral principles, whilst also working closely with parents, senior schools and the wider community to foster a thirst, enthusiasm and energy for learning and life.

About the pupils

- 1.3 Most pupils come from professional and business families living within 30 miles of the school, and were born in the UK; a few boarders come from the Far East and Russia. A total of 27 pupils have English as an additional language (EAL) and 19 pupils receive additional support for their English. Also, 6 pupils receive specialist individual support for special educational needs and/or disabilities. No pupil has a statement of special educational needs or an education, health and care plan. Standardised tests indicate that the pupils' average ability is above the national average.

2. REGULATORY COMPLIANCE INSPECTION

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

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

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as met or as not met. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [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, the National Minimum Standards for Boarding Schools 2015 and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupil performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1-4] are met.**

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

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 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, and NMS 2-4, 6-12, 15 and 16 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 governors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.11 **The standards relating to those in contact with pupils at the school [paragraphs 17-21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.13 **The standards relating to the premises and accommodation [paragraphs 22-31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.14 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the governors, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.15 **The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are 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, and identifying those relating to the boarding provision.
- 2.17 **The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.18 The governors ensure 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.19 **The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

3. EDUCATIONAL QUALITY INSPECTION

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key Findings

3.1 The quality of the pupils' academic and other achievements is good.

- Pupils of all ages demonstrate enthusiastic attitudes to learning and readily support each other in the classroom.
- Pupils are notably successful at the point of transfer to the senior school of their choice against strong competition, and achieve well in a wide range of activities and sports.
- Pupils display excellent communication skills.
- Pupils' skills in information and communication technology (ICT) are not as well developed as their skills in other areas.
- Pupils make good progress overall, and excellent progress where target setting provides them with clear direction for improvement.

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

- Pupils enjoy and willingly accept the opportunities for responsibility that the school provides.
- Pupils understand the school's behavioural expectations, but can occasionally fall short of these.
- Pupils enthusiastically embrace diversity and other cultural traditions.
- Pupils' spiritual understanding is well developed.
- Pupils enjoy contributing to the lives of others and undertake numerous charitable activities.

Recommendations

3.3 The school is advised to make the following improvements:

- Provide more opportunities for pupils to develop their independence, resilience and decision-making skills so that they can take greater responsibility for their own learning.
- Strengthen pupils' ICT skills by providing additional opportunities for them to use it to support their learning and independent enquiry across the curriculum.
- Ensure consistent standards of marking and enhanced target setting support for all learners so that they can all make excellent progress.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 From the Early Years Foundation Stage (EYFS) upwards, pupils demonstrate enthusiastic attitudes to learning. Where staff encourage individual learning and collaborative work with a partner or in a group, it results in a positive impact upon pupils' progress. A Year 5 clock project using laser cutter equipment saw pupils highly engaged, with an exemplary work ethic. Reception children spoke with boundless enthusiasm about their achievement in swimming and their investigations in the woodland learning environment, as part of their creative curriculum afternoon. They enjoyed working together to understand scenarios relating to the *Gingerbread Man* story, before creating their own biscuits and developing their mathematical skills through weighing and counting. The instinctive support that all pupils provide for one another as well as their thirst, enthusiasm and energy for life and learning is a significant strength of the school. This is particularly evident in the boarding house and on the sports fields, where opportunities are abundant for collaboration and support. Sport and physical education (PE) support the academic curriculum well, nurturing pupils' aspirations, positive attitudes and social development. This was observed in a '2 stars and a wish' display which reinforces the pupils' ambition as they aim for an 'A' team place. Enthusiasm for boarding life is strong and pupils' enjoyment of the opportunities on offer to them in the boarding house is clear.
- 3.6 Both day and boarding pupils enjoy success in many areas beyond the classroom, due to the notable range of opportunities and the encouragement from staff. A considerable number of pupils learn several musical instruments, attaining good grades in external music examinations. In interview, pupils spoke enthusiastically about the opportunities offered such as playing chess, golf, skiing, sports car racing, exploring science from behind a waterfall in Iceland, and belonging to Cubs and Scouts. Through all these activities pupils build confidence, self-esteem and team spirit. In their pre-inspection questionnaire responses, every pupil agreed they can be involved in a good range of activities.
- 3.7 Pupils display good knowledge, skills and understanding in many subjects across the curriculum, ranging from science and linguistic to artistic and physical activities. In their questionnaire responses, almost all parents agreed that the range of subjects is suitable for their children. Pupils' skills are notably well developed in the arts and sport. In a history lesson, pupils reasoned effectively about a Norman battle strategy. Pupils in art produced a painting where good artistic skills were in evidence to include a small variety of brush stroke techniques, and the 'horizon phenomenon' was discussed. Other pupils demonstrated good levels of skill when playing the violin, given their recent introduction to the instrument.
- 3.8 Some lessons include opportunity for hypotheses and are fast-paced and inclusively challenging, resulting in rapid progress. In PE, pupils respond energetically; they produced insightful answers relating to questioning about ball bounces and how this impacts speed and distance. A PE lesson in the EYFS evidenced good levels of confidence, with reflective young learners understanding subject-specific vocabulary and responding well to a range of higher-order questioning. These strategies are not used consistently. A recommendation from the previous inspection was to bring all teaching closer to the outstanding standards achieved on occasions, by planning lessons that challenge all pupils fully, encourage thinking and allow active involvement by pupils and explain what pupils need to do to improve; this has only been partially met. There is still a need for greater opportunities for risk-taking and independent enquiry to be further developed in order to make the pupils more resilient and take greater responsibility for their own learning. In their responses to the questionnaire, a minority of pupils did not feel that the marking helps them improve their work. The inspection found that the quality of marking varied in the school. Some examples provided advice for improvement and next steps with opportunities to discuss comments, but this is not consistent and this can impact on pupil progress. All pupils agree that the school provides them the opportunity to learn and make progress.

- 3.9 The school does not take part in National Curriculum tests, but the evidence from the school's own assessments demonstrates that attainment is above national age-related expectations. From the data available, the inspection judged that pupils make strong progress overall; however evidence gained from work scrutiny and lesson observations indicates that this is not always consistent. Less able pupils and those with EAL make good progress and are well supported by individual 'student passports' with targets, and their progress monitored by the leadership and management. Pupils are regularly discussed in staff meetings. In line with the recommendation of the previous inspection, teachers are working towards additional monitoring systems and regular work scrutiny, but this recommendation is not fully met. The high proportion of correct answers, notably in mathematics exercise books, suggests that opportunities for extra challenge are sometimes limited, which would enable more able pupils to maximise their learning potential. Pupils are notably successful at the point of transfer to the senior school of their choice against strong competition. Some receive scholarships and awards for their academic, creative and sporting talents. Staff have a keen understanding of the need to prepare for these exams and assist the pupils well in preparing for them. Children in the EYFS almost always reach the levels of development typical for their age, with many exceeding these.
- 3.10 Pupils' excellent communication skills, particularly oral ones, are a notable feature of the school and have a highly positive impact on their learning outcomes. Many pupils are eloquent for their age, using mature vocabulary and word selection. Shared ideas are thoughtfully presented as pupils work in groups to reflect upon their learning. In a history lesson, pupils produced a clear and cohesive argument with a focus upon presentation skills to reinforce their learning. Pupils with EAL are able to participate, and display pleasing levels of confidence in conversing in their target language. Translations of fact cards support their subject knowledge. All pupils are good at listening to each other's point of view in lessons. They gain confidence when taking part in poetry competitions, public speaking and reading in chapel. Pupils write skilfully in work with a purpose, such as in a letter home as an evacuee after reading the book *Carrie's War*.
- 3.11 Pupils clearly benefit in some ways from an environment where group discussion is embraced. One tutor group excelled at analysing the profile of the bully, deftly picking through the nuances of character through a use of informed and mature language. This can sometimes result in less emphasis upon probing individual understanding, limiting outcomes. Conversation and discussion prevail, with a lack of opportunity to hypothesise or to develop deeper thinking skills. In some lessons, pupils were easily distracted by discussions and therefore lacked focus. Pupils can contribute effectively to ways in which teaching staff can help them through their 'student passports', and boarders feel supported in their work. An increased focus upon individual problem solving, word problems and reasoning skills would be beneficial to overall outcomes and pupils' resilience as learners.
- 3.12 Pupils' ICT skills are less well developed than those in other subjects. Staff do not provide opportunities for pupils to apply ICT skills across the curriculum, which would be highly beneficial to diverse types of learners. In interview, pupils spoke frequently of mathematics. They have a good understanding of number and enjoy the challenges in the subject, which every year sees many pupil successes in a national mathematics challenge. Here again, opportunities for extended or supported learning are limited in some lessons and work is not always well matched to pupils' ability.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.13 The quality of the pupils' personal development is good.
- 3.14 Most pupils are confident and well motivated. This is especially noticeable with boarders, where pupils feel that they benefit from living in a caring and nurturing environment. Pupils aspire to high achievement as a result of a culture where success is respected and celebrated. They generally display maturity and insight when discussing their strengths and areas for development. In a few cases, pupils' resilience and decision-making skills are not as fully developed as those in other areas due to them having limited opportunities to practise these and reflect upon them, as staff are over-directive. In general, pupils are well prepared for the next stage of their education and are excited about the opportunities in their final years at the school. In their questionnaire responses, most of the parents agreed that the school meets their children's pastoral and welfare needs effectively.
- 3.15 Overall, pupils have a good sense of right and wrong. They understand the expectations of their behaviour outlined in the school's code of conduct, and posters are displayed in each classroom. Work in personal, social, health and economic education (PSHEE) and critical thinking lessons develops a good understanding of the values of British society and the democratic system. Pupils spoke with authority and empathy about learning from their sanctions, known as 'red slips'. In the pre-prep, the message of how to behave appropriately is reinforced through a green leaf tree display which celebrates individual acts of kindness and friendship. Outside a structured learning environment, pupils can lack self-discipline when moving through the corridors or in displaying suitable respect by listening to others. Some pupils expressed concern over their peers' behaviour and are unsure of strategies to report or deal with such difficulties. In their questionnaire responses, most of the parents agreed the school actively promotes good behaviour.
- 3.16 Pupils enjoy opportunities for decision-making and speak favourably about the number of decisions they can make in the Upper School and in the boarding house, recognising that these decisions help them to shape their environment. Younger pupils are conscious of the need to make good decisions, with the EYFS children independently selecting activities during their creative curriculum time. All pupils benefit from pastoral care and relationships which promote confidence and well-being.
- 3.17 Pupils' spiritual understanding is well developed and pervades all aspects of school life. Pupils are exposed to many different religious experiences and attend chapel or assembly every day. Older pupils spoke enthusiastically about the awe and wonder of their trip to Iceland, especially their enjoyment of the scenery and walking through small villages. Pupils respect one another's beliefs and value the diversity within the school. They have many opportunities to experience and explore both their own and other cultures through the curriculum, visits, an extensive PSHEE programme, chapel, assemblies and various speakers to the school. Diversity is celebrated well, as observed in an assembly where everyone wore non-matching socks; all socks were different that day, but the feet inside were the same and every owner of the socks belongs to the community. Most of the responses to the parent questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of those from different faiths and beliefs. Tolerance and kindness are integrated into the school ethos.

- 3.18 Pupils are socially aware and enjoy helping each other. They readily undertake responsibility, and this enables the trust between them to increase. This is a significant strength of the school, which has a caring ethos as can be seen in the highly positive relationships. Older pupils spoke warmly about the prefect system, explaining how to be elected and what the job involves. They enjoy acting as mentors for new pupils and taking on responsibility. New pupils are welcomed into the school with a 'pater' system and many make friendships for life through this. Pupils with EAL are efficiently integrated and embraced into the school community by staff and other pupils as soon as they arrive, and add to the richness of the school community in both day and boarding. Respect, sensitivity and understanding are displayed towards those who need experience of developing fluency in the target language. When paired work is suggested to enable access to learning for recently arrived overseas pupils, pupils work together sensibly and maturely. In interview, pupils celebrated the vibrant canvas of school life and the strong friendships created.
- 3.19 All pupils play an active role in supporting others both within their own community and outside. Pupils are pro-actively encouraged to see themselves as part of a community, contributing to the lives of those less fortunate than themselves, to care and support where and how they can. Their charitable fundraising includes a sponsored walk with the money raised going to a local school for children with learning disabilities, harvest donations of food for the local food bank, and numerous national and local charities. Pupils recounted tales of charitable activities which they enjoy, and also understand how they can change the lives of others. Their co-operation in this area is strong, as observed in their making of moustache keyrings and broaches to be sold for charity at the school.
- 3.20 Pupils are clearly proud of their school and enthuse about representing their school in fixtures and other events. Both the school and its boarding community provide a happy and co-operative environment and the school has a culture of respect and care. Pupils know how to be physically and mentally healthy particularly in terms of diet, exercise and a balanced lifestyle, making healthy food choices in balance with the 'comfort food' available. They are happy in the knowledge that they are cared for, and they are quick to seek support if they have an issue. The extensive outside area enables them to take controlled risks and to learn to keep themselves safe. Pre-prep pupils enjoy the opportunities to explore in the 'Shrubs' wooded area where they can roam freely through leaves and over branches under staff guidance. The school values the freedom of the outdoor area as a learning experience for children. All pupils are confident in staying safe online. The governors support, challenge and celebrate pupil successes, whilst the school's leadership provide strong role models by exemplifying the ethos of the school and have a clear vision for its future development.

4. INSPECTION EVIDENCE

- 4.1 The inspectors observed lessons in Reception to Year 5, conducted formal interviews with pupils and examined samples of pupils' work from across all ages in the school. They held discussions with members of staff and with the chair of governors and other governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and chapel. Inspectors visited boarding house and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Daphne Cawthorne	Reporting inspector
Mrs Sarah Morris	Team inspector (Head, ISA school)
Mrs Deborah Shephard	Team inspector for boarding (Head of seniors, IAPS school)
Mr Stuart Williams	Compliance team inspector (Director of compliance, HMC school)