



**ISI** Independent  
Schools  
Inspectorate

## **Focused Compliance and Educational Quality Inspection Reports**

**St Olave's Preparatory School**

**June 2019**



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## School's Details

<b>School College</b>	St Olave's Preparatory School			
<b>DfE number</b>	203/6170			
<b>Registered charity number</b>	312734			
<b>Address</b>	St Olave's Preparatory School 106-110 Southwood Road New Eltham London SE9 3QS			
<b>Telephone number</b>	0208 294 8930			
<b>Email address</b>	office@stolaves.org.uk			
<b>Headteacher</b>	Miss Claire Holloway			
<b>Chair of trustees</b>	Mr Michael Ireland			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	227			
	<b>Boys</b>	130	<b>Girls</b>	97
	<b>EYFS</b>	52	<b>Lower school</b>	56
	<b>Upper School</b>	119		
<b>Inspection dates</b>	11 to 13 June 2019			

## **1. Background Information**

### **About the school**

- 1.1 St Olave's Preparatory School is an independent day school for boys and girls aged between 3 and 11 years. Founded in 1932, the school has been administered by a charitable trust since 1972 and is governed by the trustees.
- 1.2 The school comprises three sections: the Early Years Foundation Stage (EYFS) for children aged from 3 to 5 years; lower school for pupils aged from 5 to 7 years; and upper school for pupils aged from 7 to 11 years.
- 1.3 A new headteacher was appointed in January 2017. The school has very recently extended its premises to include purpose-built early years accommodation, an all-weather play surface area and allotment.

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

- 1.4 The school aims to teach children to think for themselves and to flourish academically in an environment that encourages resilience and risk taking. It seeks to foster the values of compassion, commitment, curiosity, collaboration, courage and creativity and to create a sense of happiness, warmth and vitality based on the principle that learning is fun.

### **About the pupils**

- 1.5 Pupils come from a diverse range of cultural backgrounds living within a 10-mile radius of the school. The school's own assessment indicates that the ability of pupils is above average. The school has identified 28 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and attention deficit disorder, all of whom receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 43 pupils, two of whom receive support in this regard. Data used by the school have identified those pupils who are the most able in the school's population, and the curriculum is modified for them and for other pupils because of their special talents in sport.

## 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.

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 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.** 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. 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](#), [Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

### **PART 1 – Quality of education provided**

- 2.2 The school 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 pupils' 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.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is 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 **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**

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

- 2.11 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.
- 2.12 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

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

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 pupils 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, 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.

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

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

2.15 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.

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

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

2.17 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.

**2.18 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.

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 excellent.
- Pupils of all abilities, including those with SEND and EAL, achieve very well, both academically and non-academically.
  - Pupils develop very positive attitudes to learning throughout the school, enthusiastically giving of their best in lessons and other activities.
  - Pupils are very resourceful learners, eager to discover and take risks.
  - Pupils' excellent communication skills are very effectively applied, within and beyond the classroom.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate excellent social skills and wholeheartedly embrace the opportunities to learn from one another within the rich cultural diversity of the school.
  - Pupils fully accept responsibility for their own behaviour and its impact upon others, acting kindly and considerately.
  - Pupils' awareness of how to stay safe, and how to promote their physical and mental health, is excellent.
  - Pupils display high self-esteem, vitality and happiness, and are well prepared for the next stage in their lives.

## Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Ensuring that pupils are able to extend their achievements in the aesthetic and creative aspects of the curriculum.

## The quality of pupils' academic and other achievements

- 3.3 The quality of pupils' academic and other achievements is excellent.
- 3.4 All pupils, including those with SEND and EAL, make very good progress in relation to their individual starting points because the school enables them to apply themselves confidently to their learning in a setting which is full of fun, interest and challenge. Their successful application to learning is facilitated by teaching which takes the individual needs of all pupils accurately into account, including providing specialist support for those who experience additional challenges. As a result, pupils in all parts of the school achieve very well, both academically and non-academically. At the end of EYFS, almost all children are meeting or exceeding the national average expectations for developmental early learning goals. These gains are maintained as pupils move up through the school so that, year-on-year, results in nationally standardised tests are above the average age-related levels. Pupils taking 11-plus examinations, other entrance examinations and applying for academic and sports scholarships, achieve very good outcomes, meaning that they can transfer to preferred and suitable secondary schools in a highly competitive secondary school environment. In pre-inspection questionnaires, almost all parents and pupils rated the school very highly for the quality of its education and its success in helping pupils to do well. It is clear that the school's leaders and trustees are fulfilling their aim to ensure that pupils flourish academically by keeping this aspiration at the centre of their strategic planning and in their rigorous attention to the daily operation of the school.

- 3.5 At whatever age pupils join the school, they are assured of an excellent start in acquiring the knowledge, skills and understanding they will need to become successful learners. In their survey responses, parents expressed their appreciation for the school's effectiveness in enabling their children to swiftly gain the basic attributes for making progress. In the EYFS, the children quickly develop a passion to know and understand the world they live in, as was observed in their absorbed involvement in finding out about marsupials, matching their hunger for facts with concentrated effort when using their hand and eye coordination skills to make model kangaroo pouches for baby 'joeys'. They demonstrated unrestrained enthusiasm and collaboration, playing with a giant parachute on a breezy morning in the playground. In a French lesson, younger pupils demonstrated excellent linguistic skills, immersed in the native tongue, motivated by the high expectation and expert modelling provided in the teaching. Pupils in older year groups continue to build their knowledge, skills and understanding, for example showing a competent grasp of Latin, securely learning the principles of fair testing in science, and stretching their literacy and numeracy skills. In a geography poster design activity, older pupils created the message 'perilous plastic polluting people', employing their alliteration skills to very good effect to express their deep and very genuine concern for the well-being of the planet. Pupils develop physical competence, as seen in an upper school gymnastics class focusing on balancing skills, which allowed both the most adept and those who found the challenges more personally testing to benefit equally well, because the teaching was respectful of each pupil's individual needs. Pupils' aesthetic and creative skills are not yet as fully developed as the school would wish, and this is being addressed in its strategic planning.
- 3.6 Excellent communication is a hallmark of pupils' accomplishments throughout the school. Children in EYFS learn to speak with confidence amongst themselves and with adults, including visitors to the school. They accelerate quickly from their individual starting points in speaking and listening, and speech and language therapy support is readily available for those children who require it. They answer and ask questions without any fear of getting something wrong, because staff value their contributions and sensitively guide them to fuller and more correct understandings when required. Younger pupils make very good progress with the early stages of reading and writing. This is because teaching is skilful and learning is fun, and so they quickly gain confidence and a pride in their ability to learn about blending sounds, recognising letters and moving on to constructing sentences with correct punctuation. Older pupils build on this secure platform of skills and become very proficient orally, being able to articulate ideas competently and confidently. They employ these strengths to tease out issues in class-based topics, and also in other aspects of school life, using adventurous and eloquent vocabulary, often bursting with energy and enthusiasm. In assemblies, pupils of all ages ably present conscientiously prepared topics to a whole school audience. Their reading and writing is of a very good standard. Pupils have achieved success in writing competitions and apply their communication skills within LAMDA accreditation with very good results.
- 3.7 Information and communications technology (ICT) is used very effectively by pupils. They handle electronic note-pad devices dextrously and confidently, understanding the increased scope for learning available to them as competent ICT users. Younger pupils applied their ICT skills to good effect in mathematics using their devices to capture images of doubles of numbers up to 20. Older pupils use computers to research topics together, as when a group searched for information about Tchaikovsky's life as a basis for discussion. They also employ a range of ICT resources to create high quality posters and films which are shared with the school community to promote interest in topics such as the prevention of bullying. Pupils write songs and raps using their devices, demonstrating a strong awareness that ICT can facilitate personal expression, immersing themselves enthusiastically in these activities and producing work of very good quality. The school's leaders and the teaching team support pupil's development of ICT skills very well, encouraging pupils to explore this aspect of their learning whenever it is appropriate.

- 3.8 Pupils' numeracy skills develop very quickly from the start, because in EYFS they have many opportunities to play with stimulating resources which help them to find about number, weight, size, distance, time and volume. They chat about these matters naturally with each other, and staff prompt and support them in their discoveries. As pupils become older, they display very good numeracy skills as a result of effective mathematics teaching which ensures they have work which matches their individual ability, but is also suitably challenging. They apply these skills successfully across other subjects, for instance working out averages in results in science, or when budgeting in personal, social, health, and economic education (PSHEE).
- 3.9 Pupils' study skills are a strength. Very young children were observed programming a computerised toy to set its route down a track showing excellent skill in predicting directional outcomes. Lower school pupils displayed higher-order thinking when describing how to draft and re-draft written work "so that your best thoughts always have more chance to come to the surface of your mind as you proceed to your final version". Older pupils successfully thought about the best material to use in the construction of a fairground slide, considering the effect of friction, and collaborating effectively as a team to ensure that they had taken account of all the variables. In the playground, pupils gauged how many tyres to pile to create a tower without it collapsing, and creatively constructed ramps from crates and planks with careful consideration for the viability of the structure and safety.
- 3.10 Pupils' attitudes to learning are very positive. They welcome every opportunity to explore and debate issues together and to value each other's contributions and efforts. They show initiative and independence in their learning, as seen when a group of older pupils organised their own lunchtime rehearsal for a public speaking topic in an examination. Pupils display courage in class, being prepared to risk getting things right or wrong, appreciating that it is the process of finding out the best answer that matters. They extend this bold sense of discovery outdoors because the school's leaders and trustees have been suitably innovative, introducing exciting playground resources, access to a woodland area and a school allotment, where pupils can experience growing produce which will find its way into their food technology lessons.
- 3.11 Pupils' achievements are broad. They enter and achieve success in a wide range of competitions with other London schools including swimming, cross-country, football, tag rugby, athletics, tennis, cricket, and cycling. Parents and pupils expressed overwhelming agreement in their questionnaire responses regarding the range of extra-curricular experiences offered by the school, which include dance skateboarding and kayaking.

## The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils develop strong self-confidence, self-esteem, self-knowledge, self-discipline and resilience. Children in the EYFS go about their school day confidently, secure in their knowledge of routines. Their participation in a wide range of readily accessible indoors and outdoors activities enables them to make successful choices and to follow their own, often spontaneous, interests. The vibrant free-flow setting demonstrates the school's positive response to the recommendation in the previous inspection to improve this aspect of children's learning. The children display very good self-discipline, for instance when queuing to collect healthy snacks of fresh fruit at morning break-time. In the lower school, pupils show an eagerness to resourcefully find out things for themselves and a strong resolve to complete tasks. They also listen carefully to teachers' advice in order to improve their work; teachers are always alert to pupils' needs in this regard, but their written marking is not always as helpful as their verbal feedback, as it sometimes does not indicate next steps clearly enough. Pupils in the upper school extend their self-confidence in readiness for transfer to senior schools by learning in larger class groups, facilitated by the school's deliberate policy of opening up partitions between classrooms. They also display mature self-knowledge for their age, for example when reflecting on a hypothetical question of what it means to be betrayed, recognising the need for personal integrity and resilience in such situations. By the time they are ready to leave for senior school, pupils have acquired a robust 'don't give up' attitude and an assured self-confidence which contains no hint of arrogance. The school's senior leaders are clear that these outcomes are what the school is all about and, together with other staff, ensure that they provide positive role models combined with very effective PSHEE.
- 3.14 Pupils understand that the decisions they make are important determinants of their own success and well-being, and are inextricably linked to their moral understanding and behaviour. Helped by their teachers, very young children were observed being considerate to each other when choosing where to sit in a lesson. Lower school pupils were pleased that they had decided to suggest an amendment to the lunch menu so that tuna mayonnaise is now available! Other pupils commented on how important it is to stay calm in order to learn effectively. In a PSHEE lesson, older pupils explored the importance of deciding to reduce conflict in negotiations with others, maturely recognising that this is likely to be mutually beneficial to all parties in resolving issues. The school parliament has a genuine voice and has, for example, promoted eco-awareness by recommending that single-use plastic cups are replaced by compostable ones throughout the school; this awareness of democratic influence helps pupils to gain a good appreciation of decision-making processes in broader society. In lessons and around school, pupils of all ages continually demonstrate decision-making which supports the school's values of compassion, commitment, curiosity, collaboration, courage and creativity: for instance, they show courage in resolving to do the right thing at all times, even when it is personally challenging to do so, such as owning up to a mistake in behaviour. Pupils also appreciate the importance of making the right decisions on a global scale, taking their personal responsibility for reducing plastic pollution very seriously, actively exploring what actions are available. They know that deciding to work hard will impact positively on their future lives and therefore give of their best but, most importantly, they understand the influence that considerate decisions have on healthy relationships with others, which is a fundamental and consistent message from the school's leadership and staff. Pupils' behaviour is of a very high standard as a result of their enthusiastic commitment to the school's values, with kindness and courtesy prevailing. Parents were unanimous in their survey responses that they agree that behaviour is good in the school.

- 3.15 Throughout the school, pupils have excellent social awareness for their age; they benefit from being part of a cohesive, richly diverse school community where adults and pupils respect each other, and where pupils mix readily with others from different age groups. Pupils' excellent social awareness is underpinned by the fundamental kindness that permeates the school, which means they can readily engage in activities and take risks in their learning alongside others without any fear of ridicule or unfair criticism. For example, when novice skateboarders fell off sometimes, their peers responded with advice on technique and moral support: this spirit of collaboration was observed everywhere. Pupils enthusiastically volunteer for, or are elected to, roles of responsibility such as house captains, class monitors and members of the school parliament and display strong responsibility in fulfilling their duties. Older pupils mentor younger pupils to support their learning and fully support the *Rights Respecting Schools* initiative, resulting in pupils actively promoting socially valuable principles. Pupils have an excellent understanding of the importance of team work and also of the necessity of leadership for teams to function effectively, adeptly explaining how a captain must be in charge of the fielding positions in cricket to avoid confusion. Upper school pupils displayed excellent collaboration in assessing each other's work, marking and explaining errors.
- 3.16 The strong foundation of social awareness and social skills means that pupils are very ready to extend their experience beyond the immediate school community and they very effectively support charities locally and internationally, including direct involvement such as taking part in carol singing for elderly people. They demonstrate excellent leadership in planning and implementing projects, such as litter clearing in a local park. Parents, staff and pupils expressed complete agreement in questionnaires regarding the school's effectiveness in promoting strong team work, help and support for others. Senior leaders and trustees have emphasised that personal development is just as important as academic achievement, and together they closely monitor both aspects of pupils' outcomes to ensure the school's aims are being fulfilled.
- 3.17 Pupils showed unwavering mutual respect for one another during the inspection, regardless of race, religion, belief, gender, age, special need or disability. Pupils successfully learn the details of others' cultures within subject teaching, visits abroad, from visiting speakers and during special events such as *World Food Day* when parents and pupils create a gastronomic celebration of their respective cultures. Parents, staff and pupils overwhelmingly agreed in their questionnaire responses that the school is successful in enabling pupils to respect and value diversity within society, to appreciate their own and other cultures, and to demonstrate sensitivity and tolerance to those from different backgrounds and traditions.
- 3.18 Pupils display strong spiritual awareness, as when children in EYFS expressed amazement at the sight of a dove nesting close to the children in their play area, and lower school pupils returning from a school trip enthused about the beautiful flowers they had seen. Older pupils discussed non-material aspects of global environmental issues with a deep sense of reverence and compassion for the prospects of future generations. In assemblies, house captains' presentations on biblical stories, such as the Good Samaritan, evoked profoundly respectful and thoughtful responses from other pupils. Pupils also understand the benefit of calming activities, and the importance of stepping aside from the daily rush of everyday life in order to appreciate the wonder and mystery of the world.

3.19 Pupils' understanding of the importance of cultivating mental fitness is excellent as a result of the school's clear emphasis on a balanced approach to life, which is addressed through its highly effective well-being programme. Similarly, pupils know that physical activity is essential for health and demonstrate their commitment through their participation in a range of sports and physical fitness pursuits. They also appreciate and follow healthy eating advice, finding out about the merits of organic food through their gardening lessons in the school's own allotment and then learning how to cook the home-grown produce in food technology, gaining very good knowledge of nutritional value. Even the youngest pupils can explain how to keep personally safe and understand the school's measures to provide security. Although pupils do not use mobile phones in school, they are very aware of on-line risks because the school's PSHEE programme teaches them very effectively how to keep safe in this regard. Parents and pupils were unanimous in their survey replies in agreeing that the school fully facilitates pupils' understanding of how to keep safe and healthy.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of trustees, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Andrew Farren

Reporting inspector

Mrs Sarah Morris

Compliance team inspector (Headmistress, IAPS school)

Mr Brian Melia

Team inspector (Former head, IAPS school)