



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Avenue Nursery and Pre-Preparatory School

June 2023

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School's Details

School	Avenue Nursery and Pre-Preparatory School			
DfE number	309/6084			
Address	Avenue Nursery and Pre-Preparatory School 2 Highgate Avenue Highgate London N6 5RX			
Telephone number	020 8348 6815			
Email address	office@avenueprep.co.uk			
Principal	Mrs Mary Fysh			
Headteacher	Mrs Sarah Tapp			
Proprietor	Cantabile Limited			
Age range	2 to 7			
Number of pupils on roll	90			
	EYFS	54	KS1	36
Inspection dates	20 to 22 June 2023			

1. Background Information

About the school

- 1.1 The Avenue Nursery and Pre-Preparatory School is an independent co-educational day school, situated in a residential area of Highgate. It was founded in 1976 by the current principal, initially as a child-minding group based in her own home. The school moved to its current site in 1989.
- 1.2 The school's proprietors are company directors and play an active role in its administration. An advisory body supports them and the leadership on matters relating to the school's operation.
- 1.3 The school's Early Years Foundation Stage (EYFS) provides a nursery for children aged between two and four years of age and a Reception class for children aged between four and five. The pre-preparatory section of the school caters for pupils in Years 1 and 2. Since the previous inspection, the school has opened additional accommodation for the nursery, enabling children to attend for full days.

What the school seeks to do

- 1.4 The school aims to provide an exciting and stimulating learning environment where every child is valued and supported to develop their self-esteem and self-confidence and to reach their potential. Its priority is to ensure the happiness and wellbeing of every child within a secure, friendly and nurturing environment, founded on honesty, kindness, empathy and consideration for others.

About the pupils

- 1.5 The majority of pupils come from professional families, many from international backgrounds, living in the school's locality. Data provided by the school indicate that the ability of the pupils is above average for those taking similar tests nationally. The school has identified three pupils as having special educational needs and/or disabilities (SEND). A further 18 pupils receive extra support for a range of needs, including speech and language and processing skills. No pupil in the school has an education, health and care (EHC) plan. One pupil receives support for English as an additional language (EAL) which is provided by the classroom teachers.

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 does not meet all of the required 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 should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required; a disability access plan is in place.
- 2.9 However, the school does not take a strategic approach to risk assessment. A suitable written risk assessment policy is not in place. School leaders and staff do not assess risk adequately and identify suitable control measures.
- 2.10 The standards relating to welfare, health and safety in paragraphs 7 and 9–15, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but that in paragraph 16 [risk assessment] is not met.**

Action point 1

The school must ensure that it has a suitable risk assessment policy, outlining a systematic approach to the management of risk, which is understood and implemented effectively by all staff [paragraph 16(a); EYFS 3.65].

Action point 2

The school must ensure that adequate detail is included in all risk assessments, including the identification of specific areas of risk and suitable measures to mitigate such risks [paragraph 16(b); EYFS 3.65 and 3.66].

PART 4 – Suitability of staff, supply staff, and proprietors

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

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

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

- 2.19 The proprietor has ensured that the leadership and management demonstrate good skills and knowledge and fulfil their responsibilities in meeting most of the independent school standards.
- 2.20 However, the proprietor has not ensured that all standards are consistently met. Leadership and management have not always taken effective action to manage risk and have therefore not adequately promoted the well-being of pupils.
- 2.21 The standard relating to leadership and management of the school in paragraph 34 is not met.**

Action point 3

The school must ensure that those with responsibility for leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that all of the standards are met consistently and they actively promote the wellbeing of pupils [paragraph 34(1)(a), (b) and (c)].

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' achievement is excellent. All pupils make rapid progress in relation to their starting points during their time at school.
- Pupils display outstanding levels of communication and are highly articulate for their age.
- Pupils develop excellent knowledge, skills and understanding through the varied curriculum.
- Pupils of all ages exhibit highly positive attitudes and thoroughly enjoy learning.

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

- Pupils demonstrate excellent self-confidence and self-awareness.
- Pupils show excellent understanding of the importance of treating each other with respect and kindness.
- Pupils have outstanding social skills for their age; they are highly supportive of each other in lessons and at play.
- Pupils enjoy celebrating each other's backgrounds and cultures.

Recommendations

3.3 The school is advised to make the following improvements.

- Enable pupils to develop their independence and initiative in order to extend further and broaden their learning.
- Extend opportunities for pupils to understand, and take the lead in, projects which benefit their own and the wider community.

The quality of the pupils' academic and other achievements

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

3.5 The school successfully fulfils its aim to provide an exciting and stimulating learning environment where every child is valued and encouraged to reach their potential. Evidence from the school's own assessment data, observation of lessons and scrutiny of pupils' work show that pupils of all ages make excellent progress from a range of starting points.

3.6 Children in Nursery make an excellent start to their education and by the end of EYFS all of them reach, or exceed, the expected levels of development for their age. By the time they reach the end of Year 2

the attainment of almost all pupils in English and mathematics is at least above average, and in many cases well above average, in relation to national age-related expectations. Pupils with SEND and EAL make significant progress. Teachers' in-depth knowledge of pupils' individual needs ensures that effective support is put in place where appropriate. Pupils are very well prepared academically for successful transition to a range of schools with competitive entry requirements, either at the end of Nursery or at the end of Year 2. Parents, in their highly positive responses to the pre-inspection questionnaire, agree that teaching helps children to make good progress and that their individual needs are met effectively.

- 3.7 Pupils throughout the school demonstrate a real thirst for knowledge and a curiosity about the world around them. They develop excellent knowledge, skills and understanding across all areas of the curriculum. Pupils are highly effective in applying their skills as a result of the high expectations of their teachers and school leaders. Nursery children develop secure foundations through the well-planned and engaging curriculum, which encourages imagination and creativity and seamlessly blends indoor and outdoor learning. Children confidently explained how big their sunflowers could grow, and why if provided with the right balance of water, soil and sunlight. Older pupils are extremely well informed on a wide range of topics. Year 1 pupils confidently demonstrated their understanding of the four cardinal points and accurately described relative position on a map, stating for example that building X was east of building Y. Year 2 pupils showed excellent understanding of food chains and described knowledgeably how they had created their own microhabitat in the school's playground allotment.
- 3.8 Pupils' music skills are extremely high for their age, as a result of school leaders' investment in this area of the curriculum and their commitment to providing tuition on a stringed instrument for all Year 1 and 2 pupils. In choir practice pupils' standard of singing was observed to be exceptionally high. They eagerly participated in highly complex part-singing and were confident to take on solos. In registration almost all Year 2 pupils accurately and enthusiastically copied the tempo, pitch and rhythm of the teacher's sung 'Good Morning, how are you?'
- 3.9 Pupils' highly developed skills of observation, imagination and creativity were evidenced through the excellent displays of artwork around school and in their sketch books. Children in Nursery skilfully used a toothbrush to paint the centre of their sunflower and mixed shades of yellow to print the petals with their fingers. Pupils' physical skills are strong, due to the high-quality equipment provided by school leaders in the outdoor environment, and the opportunities for adventurous play. All pupils from Reception upwards benefit from weekly swimming lessons; they spoke of their pride in learning to swim and gaining swimming awards. Pupils of all ages extend their knowledge and skills through the broad range of additional activities which are incorporated into the school day, such as cooking, carpentry, touch typing and construction. In the pre-inspection questionnaire, an overwhelming majority of parents agreed that the school provides a suitable range of extra-curricular activities and helps pupils to develop skills for the future.
- 3.10 Pupils throughout the school demonstrate excellent communication skills. Their confidence and expertise in this area is due in part to the many opportunities provided by school leaders and teachers for pupils to perform in front of an audience. In a rehearsal for the end of year school production, Year 1 and 2 pupils required little direction or prompting, articulating their lines clearly and with excellent timing and humour, and using their body movements skilfully to convey meaning. From the youngest children in Nursery, they rapidly develop into highly articulate individuals who confidently engage in conversations with adults and with each other, encouraged by the highly positive and supportive relationships they share. In a music activity, children listened carefully to each other and eagerly put forward suggestions, using imaginative vocabulary to describe sounds that they had heard at the beach, such as the 'snip of a crab' and the 'buzz of a motorboat's engine'.
- 3.11 The vast majority of pupils demonstrate literacy skills that exceed expectations for their age. These skills develop rapidly due to the well-planned and imaginative teaching. The youngest children were observed accurately identifying the initial sounds from pictures and then correctly separating them

into groups. Discussions with pupils about their work on dinosaurs show that by the end of Reception almost all children read fluently and write in full sentences, using correct basic punctuation. In a Year 1 literacy lesson, pupils showed an excellent understanding of how to structure a story, use tenses correctly and improve their writing by using strong vocabulary. By the end of Year 2 pupils produce increasingly sophisticated writing. Their extended accounts based on *Once upon an ordinary school day* showed excellent imagination, vivid descriptive vocabulary and skilful use of techniques to build suspense.

- 3.12 Pupils of all ages develop notably strong skills in numeracy. Nursery children build strong foundations in understanding mathematical concepts. The youngest children were seen accurately counting the segments of fruit being separated for their snack and then identifying satsumas as circles or spheres. Pupils use practical equipment effectively to develop their understanding of abstract concepts, as demonstrated by Reception children when explaining volume and capacity. Year 2 pupils were observed counting up in tens on a meter stick, then successfully transferring the skill to relating centimetres to millimetres. They used correct mathematical vocabulary such as ‘regular’, ‘pattern’ and ‘equivalent’. This was a direct consequence of thoughtful planning that built upon prior learning. In discussions with inspectors, pupils said how much they enjoyed mathematics and particularly being able to apply different methods to tackle problems.
- 3.13 Pupils develop competency in a range of information and communication technology (ICT) skills, which are taught effectively through timetabled lessons. Year 2 pupils demonstrated confident understanding of debugging to repair broken algorithms. Scrutiny of their work in ICT lessons showed older pupils’ excellent application of animation skills to create their own animated short story. In some lessons ICT is used effectively by teachers to enhance pupils’ learning. For example Nursery children, with the help of their teachers, researched what might hatch from a large egg, after an egg inspired by their reading of *Mrs Goose’s baby* appeared overnight in their classroom. Year 2 pupils refined their excellent cursive writing through practice on the interactive whiteboard. In discussions, pupils commented that they were provided with few opportunities to use their ICT skills independently to support their learning across the curriculum. This was confirmed by inspectors’ observations.
- 3.14 Pupils’ attitudes towards learning are excellent. They are curious and interested learners and enjoy being actively involved in tasks which require them to use their initiative. In the majority of lessons, pupils demonstrate high levels of concentration. However, in some lessons pupils were less focused when the activities did not always provide sufficient open-ended activities and allow scope for them to extend their learning. Pupils of all ages were observed responding enthusiastically and thoughtfully when teachers posed probing questions and planned activities which required them to solve problems. Children in Nursery demonstrated advanced reasoning skills when attempting to manipulate 2D shapes to make a larger one. Reception children showed initiative and imagination in their free play session at the start of the school day. They worked collaboratively in small groups, discussing their ideas and supporting each other with the construction of vessels to transport their dinosaurs. Pupils demonstrate extremely well-developed study skills for their age and are eager to predict outcomes and challenge their own understanding whenever an opportunity is presented. In their topic about aliens, Nursery children demonstrated their excellent skills of thinking creatively and critically when synthesising information provided by clues found in the classroom and then hypothesising about the aliens who might have left them.

The quality of the pupils’ personal development

- 3.15 The quality of the pupils’ personal development is excellent.
- 3.16 Pupils develop notably high levels of self-confidence and self-esteem which they display in a respectful manner. They grow rapidly in self-understanding and develop into happy, resilient individuals as they progress from Nursery through to the end of Year 2. This is a result of the warm and encouraging interactions with adults and with each other. Pupils have an excellent understanding of their own

strengths and weaknesses because of opportunities provided in lessons to reflect on their skills and attributes and the high-quality feedback provided by their teachers on their work. In personal, social and health education (PSHE) older pupils exhibited excellent self-awareness when considering the question 'What makes me incredible?' and they then built on this to set themselves simple goals. Year 2 pupils show mature awareness of their targets in different curriculum areas, supported by the target board displayed in their classroom. Pupils of all ages show high levels of perseverance and resilience when completing challenging tasks in lessons and at play. They are willing to take risks and to push themselves. Nursery children attempted tree climbing and hanging from the adventure apparatus, showing high levels of confidence to take appropriate risks. Reception children described their sense of achievement when finally learning to swim unaided, and when managing to sit on the bottom of the pool in a swimming lesson.

- 3.17 Pupils develop excellent decision-making skills because of the opportunities provided by their teachers for them to make choices in their learning. Children in EYFS make daily independent choices about the activities and resources they engage with. They show excellent self-discipline and responsibility when implementing the class rules and routines such as self-registration on arrival in class, autonomous swapping of library books, lining up to use the bathroom, putting snack things away and then settling to mindfulness sessions. Reception children spoke of their enjoyment of Funday Friday activities where they can choose their own activities and then produce independent work based on the week's topics. Older pupils show a mature responsibility in regulating the level of noise in the classroom through the 'class megaphone' poster, making decisions not to shout out or speak above others and to be respectful of others when speaking in corridors and on the staircase.
- 3.18 Pupils develop an excellent understanding of right and wrong. They quickly learn to take responsibility for their own behaviour, guided by the school's Golden Rules which underpin the high expectations the school has for its pupils and help them to make sensible choices regarding their behaviour. In discussions with inspectors, older pupils reflected sensibly on the effect their words and actions can have on others and why it is important to make the right choices, treat each other with kindness and respect and challenge any unkindness. In their work in PSHE, pupils showed excellent reflection on the topic 'mending friendships', putting forward their suggestions on how to react if they have been upset by a friend's behaviour, such as walking away and thinking happy thoughts and taking time to consider what to say. Year 2 pupils showed mature insight when discussing moral issues in *Can You Catch a Mermaid?* They spoke sensitively about conscience and showed a palpable sense of relief at what they felt was the morally correct resolution to the story.
- 3.19 Pupils demonstrate outstanding social skills for their age. This is reflected in the warm and friendly atmosphere where care and consideration for others is embedded in the school culture. Pupils display high levels of thoughtfulness and mutual respect in class and at play. They share equipment, take turns and support each other, encouraged by gentle reminders and praise from their teachers and assistants. The youngest children in Nursery were observed patiently taking turns to pass the snack plate to their immediate neighbour, most without prompting. Pupils move seamlessly from taking the lead in situations to being a supportive team member. This was particularly evident in a drama rehearsal where Year 1 and 2 pupils showed excellent collaboration, listening attentively and supporting each other's contributions, to achieve an outstanding overall group performance.
- 3.20 Pupils of all ages demonstrate an intuitive acceptance of difference. In the playground pupils actively seek ways to include each other, inviting others to join in their games. Male and female pupils happily play football together and challenge each other on the climbing equipment. Those who spoke to the inspectors talked enthusiastically about their different backgrounds. They enjoy celebrating each other's cultural heritage through events such as 'around the world' day and sharing the experience of festivals celebrated by families in school and in the wider community. Pupils develop an excellent awareness and understanding of different religions, as demonstrated in the work of Year 2 pupils on understanding the importance of rules and routines in Christianity, Judaism, Islam and Sikhism.

- 3.21 Pupils enjoy taking on responsibility when given opportunities to do so, and they understand the important role they can play in the smooth running of the school. This was demonstrated in the way pupils of all ages keep their classrooms and resources tidy and show respect for the outdoor environment, spontaneously tidying away equipment in the playground at the end of break and lunchtime. Older children grow in confidence through reading to children in Nursery on a weekly basis. Pupils provide support and friendship across the year groups through the school's buddy system. Older pupils show unprompted empathy and concern for the younger ones, as shown by pupils who sought out a teacher to check on the wellbeing of a younger pupil who they had seen upset earlier in the day.
- 3.22 Pupils take their roles of responsibility very seriously, whether as line leaders, monitors or eco warriors. Older pupils showed some understanding of how the school's hot composting bin is used and were keen to learn more about this. Pupils willingly contribute to projects, initiated and led by staff, to support local and national charities. Older pupils commented that they would like to understand more about the causes they support and why they are important, and were keen to have some input into organising events.
- 3.23 Pupils develop a strong and instinctive appreciation of the non-material aspects of life. This is particularly evident in the joy they show throughout the day in every activity, such as singing as they walk down the stairs, observing an avocado seed finally sprouting after several weeks of waiting, or getting all their calculations correct in a mathematics lesson. There were many moments observed during the inspection where pupils were provided with time for quiet and reflection. Reception pupils reflected on their pride in planning and writing their own version of *The Three Billy Goats Fluff* story, which they said had made them feel 'very warm' inside. Nursery children engage respectfully in mindfulness activities, commenting how calm and happy it helps them to feel. Pupils of all ages appreciate the benefits of the outdoors and the natural world. They showed great excitement in the activity of snails in the garden after the early morning rain, moving them to safety so they didn't get trampled on at breaktime. In a construction activity, Reception children described their imaginative construction of the north circular where people could walk on top and see the world around them, while the cars travelled underneath.
- 3.24 Pupils have an excellent understanding of the importance of staying healthy in mind as well as body. The whole school approach to mindfulness and reflection helps pupils feel secure in talking about their feelings and they know where to seek help if they are anxious or upset. Pupils understand the steps they can take to keep safe, including online, due to the regular discussions in circle time, assemblies, PSHE and ICT lessons. Year 1 and 2 pupils show an excellent understanding of road safety, which they then practise as they walk to the coach which takes them to swimming. An overwhelming majority of parents expressed support for the warmth and care their children receive at the school, with many commenting on the appropriate balance of emotional wellbeing and academic development. Pupils who spoke to inspectors agreed that they feel safe and happy in school. Observations of inspectors throughout the visit concurred with these views, which demonstrate successful fulfilment of the school's priority to ensure the happiness and wellbeing of every child within a secure, friendly and nurturing environment.

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 proprietor and chair of the advisory board, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents and staff to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Valerie Dunsford MBE	Reporting inspector
Mrs Caroline Petryszak	Compliance team inspector (Former head, GSA school)
Mr Jonathan Dunn	Team inspector (Former deputy head, ISA school)