



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

St Joseph's in the Park School

May 2022

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School's Details

School	St Joseph's in the Park			
DfE number	919/6099			
Registered charity number	1111064			
Address	St Joseph's in the Park School St Mary's Lane Hertingfordbury Hertford SG14 2LX			
Telephone number	01992 513810			
Email address	admin@stjosephsinthepark.co.uk			
Headmaster	Mr Douglas Brown			
Chair of governors	Mr Vernon Hales			
Age range	3 to 11			
Number of pupils on roll	156			
	EYFS	30	Year 1 to 6	126
Inspection dates	17 to 20 May 2022			

1. Background Information

About the school

- 1.1 St Joseph's in the Park is a co-educational day school founded in 1898 in Hertford. It moved to its present location in Hertingfordbury in the early 1950s, becoming a primary school in 1957. The school is divided into three sections: pre-school which comprises the Nursery and Reception classes; infants for pupils in Years 1 and 2; and juniors for pupils in Years 3 to 6. Some junior pupils with special educational needs and/or disabilities receive specialist support in English and mathematics. This takes place each morning in parallel provision called Woodlands Learning Support Centre which was inspected at the same time as St Joseph's. The school is a charitable trust governed by a board of trustees. Since the previous inspection, there has been a change of chair of governors and a change of management structure, with two assistant heads who work alongside the head and the bursar.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.3 The school's aim is to foster the academic, creative and physical potential in every child in a happy nurturing environment, supported by personal care which promotes a feeling of self-belief and valuing tradition in manners and behaviour. The school endeavours to encourage individuality and a sense of place within the school family and wider world, laying strong foundations for the next stage of their academic life and becoming life-long learners.

About the pupils

- 1.4 Pupils come from families with a range of professional backgrounds and cultures, and most live within a two-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. Five pupils in the school have an education, health and care (EHC) plan. The school has identified 28 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, eight of whom receive additional specialist help. English is an additional language (EAL) for one pupil who receives additional specialist help. Data used by the school have identified 14 pupils as the most able in the school's population, and the curriculum is modified for them

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, 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's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and 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.

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

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

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

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

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

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

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

Key findings

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

- The progress and attainment of pupils of all abilities are good, although the format used for many written activities stifles initiative and creativity and prevents better progress.
- Pupils listen and respond to their peers; they are articulate and are self-assured when expressing their views and ideas from a young age.
- From an early age, pupils are confident learners and are willing to take risks to extend their understanding.
- Pupils demonstrate positive attitudes to learning throughout the school.

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

- Pupils show excellent levels of self-understanding and appreciate the importance of being resilient if they are to succeed.
- Pupils show high levels of respect for one another; they celebrate diversity within their school and benefit from being part of a community where everyone is valued.
- Pupils' behaviour is impeccable throughout the school and they display high degrees of courtesy and respect to their peers, staff and visitors.
- From the earliest age, pupils show a keen awareness of the needs of others; they are extremely willing to help and support their peers both inside and outside of the classroom.

Recommendation

3.3 The school should make the following improvement.

- Improve pupils' progress and develop their creativity and ability to use their own initiative by reducing teachers' reliance on worksheets and providing more open-ended learning activities.

The quality of the pupils' academic and other achievements

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

3.5 Pupils of all ages, needs and abilities demonstrate positive attitudes to learning which result from the way staff genuinely care about their pupils and actively model enthusiasm and mutual respect. Children in the Early Years Foundation Stage (EYFS) develop positive attitudes through the encouragement and approach by staff as well as through regular praise. They work diligently on tasks whether during free-flow self-chosen or set tasks. Throughout the school, pupils are confident and curious learners who, in class activities, maximise opportunities whilst listening to and respecting the

opinions of their peers. For example, in Nursery, great collaborative teamwork was observed where a group of superheroes, enthusiastically listening and sharing ideas, successfully built a supersized racing car and, in a science lesson, where pupils in Year 4 worked in a harmonious and effective manner to test their hypothesis as to a material being a conductor or insulator. They supported all ideas and acknowledged the individual roles played to aid their team's success. Across all ages, there is a strong sense of togetherness and awareness that success comes through collaboration and supporting each other.

- 3.6 Pupils' communication skills are strong, and they successfully apply these skills to all areas of learning. They are articulate and respectful of both their peers and adults in the school and listen carefully to the ideas and opinions of others from a young age, where many opportunities are given to develop speaking and listening skills. For example, children in the EYFS regularly contribute to show-and-tell sessions and are frequently encouraged to verbalise their thoughts and respond to extremely effective questioning by the adults. Older pupils in Woodlands, demonstrated self-confidence and reasoning when reviewing a series of contentious informative sources, both for and against animals in captivity, expressing their opinions clearly and sharing their thoughts in an articulate way. In a personal, social and health education (PSHE) lesson in Year 2 on 'privacy and pants', pupils demonstrated a sensible approach when expressing their perspective as well as being articulate and responsive to the challenging subject matter. Early literacy skills develop rapidly in the EYFS, due to the well-structured and skilfully delivered phonics programme where the youngest children successfully develop secure pre-reading and writing skills. Older EYFS children build on this strong foundation, where creative writing shows keywords being used consistently. More able pupils can write in a range of genres and independently record in cross-curricular topics using appropriate language. Older pupils write for different purposes with some success, although there is a heavy reliance on worksheets across many subject areas.
- 3.7 Pupils demonstrate good progress in all areas of numeracy. School assessment indicates that almost all children achieved the expected level of development in mathematics by the end of Reception. Pupils continue to make good progress throughout the school so that, by the time they reach Year 6, a high proportion, including those with SEND, achieve at a strong level. Children in the EYFS displayed confidence when confronted with the challenge of sharing and halving numbers, and older pupils demonstrated good application of mental mathematics skills to establish missing values in equations. Pupils in Year 6 showed good mental mathematical agility as they competed against each other, solving sums under time pressure, exhibiting resilience and a good application of mental mathematical techniques. In Year 3, pupils displayed their problem-solving skills when discussing partitioning and their understanding of arrays for multiplication and repeated addition. Across the age range, pupils recognise the opportunities presented to them which involve the application of mathematical knowledge and skills to aid success in other subject areas, such as instructing programmable toys or using squared paper to reproduce a copy of a given picture. Pupils are confident to explore techniques and strategies and, in pupil interviews, they said they understand that mistakes are an important learning tool and where some of the best learning happens.
- 3.8 Pupils' progress and attainment as they move through the school are good and, in some areas, they are strong. Pupils with SEND respond well to the high levels of individualised support provided in Woodlands and to the strategies developed to enhance their learning by a highly effective learning support department. In the EYFS, children are curious, creative learners, who demonstrate excellent knowledge, skills and understanding to enhance their progress. Children apply their skills across all areas of learning where teachers' high expectations and a topic-based approach are particularly effective in providing them with a broad education with strong thematic links across all subjects. Reception children showed clear enjoyment and pride in their achievement as they showed good age-appropriate ability and improvement over time. Older pupils make good progress, building on previous knowledge and skills to achieve well in a wide variety of subject areas. For example, in an English lesson in Year 1, when analysing books by Roger Hargreaves, pupils showed good understanding of vocabulary within the text and were able to recognise the importance of relevant

information and, in an English lesson in Year 6, when editing and improving each other's work, pupils showed good higher-order thinking skills. They offered age-appropriate and sensitive analysis in a mature manner, being earnest in their endeavours and keen to offer meaningful advice so as to support improvement. Lesson observations and scrutiny of pupils' work evidenced pupils' good knowledge, skills and understanding, although further progress is often inhibited by over-use of worksheets which do not give pupils the opportunity to use their initiative, develop their creativity and show what they can do. In some areas, however, pupils' creative and aesthetic abilities are well developed. In music, for example, pupils performed to a high standard, both as soloists and as a whole school, in an inclusive music assembly.

- 3.9 Pupils use information and communication technology (ICT) effectively to support and enhance their learning, both to present their work in lessons and, with older pupils, using a digital homework programme to consolidate the learning objective of the day's lesson. From an early age, they use educational games to supplement their learning and develop the necessary skills to use and manipulate equipment. For example, in Nursery the children were confidently using the interactive whiteboard to drag and place letter blends in the correct box. Older pupils use ICT to research information and as a presentation tool to support both class-based learning and project work. Across the age range, pupils use their programming knowledge to direct devices to follow a given instruction and arrive at the desired destination. The development of pupils' understanding of keeping safe online during the pandemic was supported by leaders and governors who ensured that specific virtual external training, over and above the usual support, was given to staff, pupils and parents to protect their safety and to develop a greater understanding of keeping safe. At interview, pupils said they felt more confident following this support and continue to use this very effective advice at all times both in social and academic activities.
- 3.10 Pupils' study skills are good. Pupils of all ages concentrate, focus and behave extremely well which creates a learning environment where they can practise and develop their study skills. The school's 'Learning Habits and Values' support the pupils as they move through the school, enabling them to build and continually progress their understanding of how they learn. Children in the EYFS are supported by the use of open-ended questioning and cross-curricular topics which consider children's own interests. Outcomes are strengthened by highly skilled staff who plan activities both inside and outside that require resilience and problem-solving skills. Older pupils collaborate successfully in a way that benefits their knowledge and understanding. In lessons, pupils show independence of thought, share ideas confidently and show good use of critical language, relishing the opportunity to give an opinion. These characteristics, however, are not consolidated or developed in their written work where there is an over-reliance on the use of restricting worksheets.
- 3.11 Pupils achieve success in many individual and group activities. Whilst opportunities for competitive sports were limited during the pandemic, pupils are enthusiastic participators in a wide variety of sports and across a broad range of other activities and competitions. These include learning individual musical instruments, drama and the arts where they have achieved success. Pupils have been offered trials in The Royal Ballet and local sporting establishments. Pupils also broaden their experiences in school clubs and activities such as the newspaper and comic club and speech and drama. Tottenham Hotspur staff also provide youth football coaching.
- 3.12 Across all ages, pupils' progress is good overall, with some examples of rapid development. Almost all children in the EYFS reach expected levels of development by the end of Reception due to teachers' high expectation and well-planned activities that build understanding incrementally. They progress to Year 1 well prepared for the next stage of their education. The school's assessment framework, using standardised tests, shows the pupils' attainment in English and mathematics is expected or above the age-related expectations, including those with SEND. Throughout the school, all groups of pupils benefit from leaders' regular monitoring of attainment and progress using the new tracking and intervention system, where data are used effectively to identify pupils' needs at an early age. In

response to the pre-inspection questionnaire, most parents agree that their children's individual needs are met effectively.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils show tolerance and understanding of those from different backgrounds and traditions and help to create a very welcoming community. In interviews, pupils reported that everyone is different here, but no one gets left out. During inspection activities, inspectors observed that pupils of all ages showed a good level of respect for each other no matter their age or background. Pupils have a strong understanding and appreciation of different faiths and cultures through assemblies, religious education (RE) and PSHE lessons. Their positive attitudes are enriched by visits to places of worship and by pupils and parents of those faiths sharing their customs and beliefs. In response to the parental questionnaire, almost all parents felt that the school strongly promotes values of respect and tolerance.
- 3.15 Pupils have a strong moral awareness and are deeply caring and respectful of one another and the school community. From the earliest age, children develop a clear understanding of right and wrong and learn how to resolve conflict successfully by being fair and taking turns. This was observed in a Reception lesson on sharing and halving: four cats between two witches and pupils were quick to recognise that it would be unfair if one witch had three cats while the other witch had one. Pupils treat each other with respect. All pupils readily accept responsibility for their own behaviour and recognise that there are consequences to making the wrong choice. Pupils in Year 6 act as role models, looking after younger pupils and, if they are upset, often attempting to out-pace the duty teacher, in order to be the first to lend a hand. Older pupils model positive behaviour which younger ones are keen to follow. Pupils understand and respect the rules and ethos of the school, and their interactions are based upon a dignified sense of respect for each and every member of their school community and the wider society.
- 3.16 Pupils develop a meaningful appreciation of the spiritual aspects of life, based on a strong understanding of different faiths. This was evident, for example in an RE lesson in Year 1, where pupils demonstrated good levels of self-knowledge as they discussed what they worried about during the week as part of their reflection on the Jewish practice of observing Shabbat by resting on the seventh day. Pupils value opportunities to be quiet and reflective throughout the school day, when moments of contemplation allow them time to come together and think of others. These include assemblies and activities such as yoga in the Nursery and meditation in Year 3. At registration, pupils in Year 2 were encouraged to name one good thing about their week or what they are looking forward to, showing appreciation of the value of relationships and family bonds. Some spoke of looking forward to spending time with parents and grandparents.
- 3.17 Pupils display excellent social skills and awareness of others, and they make outstanding contributions to the lives of others within the school. Social development and collaboration are strong, and co-operation between pupils is excellent. For example, in the EYFS, when faced with sharing of a much loved 'knight' costume, however much a child wanted to keep it whilst protecting the princess, the strong sense of teamwork and close working relationships with each other ensured that graciousness and fair play prevailed. In discussions, older pupils were positive about the success of collaboration and stated, 'There is no I in team'. In Year 5, pupils working in mixed-ability groups showed a mature awareness that their partner might not have quite the same mathematical ability as themselves, but were still able to work effectively together, supporting each other's learning. This is underpinned by the strong sense of community where pupils demonstrate teamwork and close working relationships with each other. Teachers ensure this is possible through providing time for paired and group work activities that promote leadership and teamwork along with a caring and inclusive atmosphere in the classroom. Staff throughout the school provide positive role modelling for the pupils in their care.

- 3.18 From the earliest age, pupils show a keen awareness of the needs of others. Pupils' contributions to the well-being of others within the school are highly effective. Pupils are exceptional in their ability to work together and to support the needs of others, both inside and outside their community. For instance, when a pupil in Year 2 arrived late, having been at a piano lesson, another pupil immediately approached him and invited him to join her group, explaining the programming task that they had been set. The oldest pupils also show excellent levels of sensitivity and care. On a recent residential trip, pupils ensured that a child who was extremely homesick felt comforted and safe as they moved their mattresses around his bed to be near to him. The pupils take their positions of responsibility very seriously, and the older pupils provide excellent role models for the younger children. Positive interaction between age groups at the school fosters a unified approach to challenges whether they be in school or global. Pupils understand the circumstances of those less fortunate than themselves and they are keen to help where they can. Pupils undertake a wide range of charitable work based on the local needs, including donating and distributing food at their local food bank as part of their Harvest Festival celebration. During the pandemic, a new initiative 'Silver Readers' was introduced where some pupils in Year 6 call single elderly people on a regular basis to provide support and companionship. Pupils are proud of the impact that school council decisions have made, such as the introduction of Eco Week and Meat-Free Mondays, demonstrating a strong understanding of how a community can work together to achieve a common good.
- 3.19 Pupils exhibit a strong sense of consideration for personal safety where pupils of all ages and abilities understand and act upon the need for a healthy lifestyle for both their physical and mental well-being, fostered by the school's mindfulness and well-being programmes. Pupils feel safe at school and have a well-developed understanding of what they need to do in order to achieve a healthy body and mind. Pupils have a strong awareness of how to keep themselves safe online. In an open and affirming environment, pupils nurture and care for each other at times of vulnerability and show kindness and friendship in abundance. Pupils know where to seek help and embrace a resilient approach to challenges that they may face so they have a robust sense of well-being and positive attitude to life.
- 3.20 The quality of the pupils' personal development is excellent. Without a hint of self-importance, pupils develop confidence in their own abilities. Pupils appreciate that, whilst their teachers will support and challenge them as they develop and grow, so too will their peers for whom they have a healthy respect, no matter what their background or age. Pupils encourage each other, and the school's culture and environment enable them to develop a strong sense of empathy. In their response to the questionnaire, almost all parents agreed that the school helps their children to be confident and independent. From an early age, a strong emphasis on resilience, resourcefulness and perseverance helps pupils to develop mature levels of self-understanding and self-discipline, fostering excellent life skills for their future.
- 3.21 Pupils of all ages make sensible decisions in their behaviour and learning and understand the importance of making the right decision, aware that the decisions they make can affect their future success and well-being. Pupils understand that decisions are an opportunity to effect change and value the chance to influence school provision through the school council. Children in the EYFS exhibit strong levels of independence and learn to make informed decisions during child-initiated sessions. Pupils learn to make clear, sound decisions based on common sense and appreciate that decisions have consequences and outcomes that they must learn to live with. Pupils in Year 6 identified that their choice of senior school was their most significant decision, and they readily acknowledged that they had a responsibility to make the best decision for themselves rather than be swayed by friendship groups or senior school facilities. This fulfils the school's aim to encourage individuality and a sense of place within the school family and wider world, laying strong foundations for the next stage of their academic life and becoming lifelong learners.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Julie Lowe	Reporting inspector
Miss Mary Sansom	Compliance team inspector (Compliance Officer, GSA)
Mr Richard Raistrick	Team inspector (Former head, IAPS school)