



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Danesfield Manor School

June 2022

Contents

School's Details		3
1. Background Information		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. Regulatory Compliance Inspection		5
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		6
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
3. Educational Quality Inspection		8
Preface		8
Key findings		8
Recommendation		8
The quality of the pupils' academic and other achievements		8
The quality of the pupils' personal development		10
4. Inspection Evidence		13

School's Details

School	Danesfield Manor School			
DfE number	936/6091			
Address	Danesfield Manor School Rydens Avenue Walton-on-Thames Surrey KT12 3JB			
Telephone number	01932 220930			
Email address	enquiries@danefieldmanorschool.co.uk			
Headteacher	Mrs Jo Smith			
Proprietor	Mr Amit Mehta			
Age range	2 to 11			
Number of pupils on roll	121			
	EYFS	49	Lower Phase	22
	Upper Phase	50		
Inspection dates	7 to 10 June 2022			

1. Background Information

About the school

- 1.1 Danesfield Manor School is an independent co-educational day school. The school comprises three sections: the Early Years Foundation Stage (EYFS), which includes Reception and Nursery; lower phase for pupils in Years 1 and 2; and upper phase for pupils in Years 3 to 6. The current headteacher was appointed in 2018.
- 1.2 Since the previous inspection, the school has had a change of ownership and the nursery has moved from all-year-round to term-time only provision. The school is part of the Inspired Learning Group of independent schools and nurseries, which is owned by a proprietor who is supported by a board of advisory governors.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.4 The school aims to provide a welcoming, caring, safe community in which every child achieves academically and personally. It seeks to help children develop a clear sense of right from wrong and to provide a broad curriculum to develop lively, enquiring minds with a love of learning. Pupils are encouraged to develop the skills they need to face the future with confidence and a positive attitude to themselves and others.

About the pupils

- 1.5 Most pupils come from within a five-mile radius of the school and represent the ethnically diverse population of the local area. Data from the school's own assessments indicate that the ability profile of pupils is above average. Two pupils in the school have an education, health and care (EHC) plan. The school has identified 12 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, three of whom receive additional specialist help. English is an additional language (EAL) for five pupils, whose needs are supported by their classroom teachers and four receive additional language support. The school provides additional challenge for more able and talented pupils in lessons and extra-curricular events and activities.

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'.

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, including those with EAL and SEND, make excellent progress.
- Pupils are highly articulate and have strong communication skills.
- Pupils demonstrate advanced numeracy skills from an early age and utilise these effectively in other subject areas.
- Pupils of all ages exhibit highly positive attitudes to learning.

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

- Pupils mix with ease across all age groups and show care and consideration for each other.
- Pupils have high self-esteem, show mature levels of self-discipline and are extremely confident, yet possess not a hint of arrogance.
- Pupils develop a strong moral awareness and a highly developed sense of responsibility for their behaviour, including towards others.
- Pupils take much pride in the various roles and responsibilities that allow them to make a significant contribution to school life, the local community and the lives of others.

Recommendation

3.3 The school should make the following improvement.

- Enable pupils to develop their ability to use their own initiative and become more independent, by providing more open-ended and self-directed learning tasks.

The quality of the pupils' academic and other achievements

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

3.5 Pupils' overall attainment is high as seen in lesson observations, scrutiny of pupils' work and the school's own assessment data. Progress is excellent and is especially marked in pupils identified for small-group support, including those with SEND and EAL. More able pupils make similarly notable progress. Regular and rigorous assessment by the school has successfully informed strategies to support all pupils. The oldest pupils' rapid progress was evident when they quickly gained a clear idea of the different gases that could form in a balloon; similarly, younger pupils in the upper phase rapidly understood how to use organisational strategies for an information text, facilitated by fast-paced

teaching and judicious questioning, well planned to meet the needs of all. In response to the inspection questionnaire, all parents commented that teaching enables their children to make progress. Pupils speak with pride about their achievements, including in external entrance examinations, and are effusive in their praise of the contribution made by their teachers to their preparation. The all-round achievement of pupils when they leave school ensures successful fulfilment of the schools aim for every child to achieve academically and personally.

- 3.6 Pupils are highly articulate communicators in both the spoken and written word; their reading and writing skills are advanced for their age. They have well-developed vocabularies as a result of a language-rich learning environment where they are encouraged to use subject-specific key words, cross-curricular links and synonyms as the norm. For example, a younger class writing a recount about their residential visit, produced a well-constructed piece, utilising a range of punctuation, time connectives, first person and adjectives. This progresses to high-quality sophisticated writing as seen in work produced by the oldest pupils, of all abilities, when penning a letter to Lady Macbeth. Pupils speak with confidence, fluidity, and clarity, expressing themselves well; this is a feature of some of the most effective learning in lessons where questioning deepens learning. Pupils listen attentively in all year groups and respond to others with engagement, empathy and understanding. For example, older pupils shaped their responses maturely in a discussion when explaining the meaning of high-level words, such as 'protuberance' and 'cacophony'. These outcomes are nourished by teachers' high expectations of pupils throughout the school.
- 3.7 Pupils' knowledge, skills and understanding develop strongly as they progress through the school, in part because teaching does not shy away from tackling advanced and challenging concepts. An overwhelming majority of pupils who responded to the questionnaire agreed that their knowledge and skills improve in most lessons. Children in the EYFS for example, gained a rapid understanding of halving being the opposite or inverse of doubling; upper-phase pupils demonstrated excellent knowledge of features of a non-chronological report, and another class used highly developed skills to create wonderful abstract paintings in the style of Ben Nicholson. Pupils' learning is at its best, when the teaching engages pupils to be ambitious, for example in a philosophy lesson when pupils were challenged to find distinctive features of music from the 1920s, 1960s and 2000s. At times, however, pupils make less progress where the teaching provides them with little choice or opportunity to expand their learning beyond set tasks. Overall, however, pupils benefit from highly supportive teaching, excellent resources, and a carefully planned curriculum.
- 3.8 Pupils are continually challenged in numeracy and, as a result, achieve an extremely high standard. They explain their workings with confidence as seen in a lower-phase mathematics lesson when using partitioning to work out addition. The youngest children are provided with strong foundations in numeracy facts and key vocabulary, ensuring that, by the time they are in the older years, they use number competently as a natural tool. Pupils use their numerical skills confidently across the curriculum because authentic examples of numeracy in action are laced throughout the pupils' learning, such as when younger pupils in the upper phase used their times table knowledge to work out accurately the number of limbs in their imaginary animals. Older pupils studying grid references and co-ordinates in geography applied arithmetic fluently and confidently to problems.
- 3.9 Children begin to acquire skills in information and communication technology (ICT) in the EYFS, learning to use different programs to present and interpret information and to write in code as they move throughout the school. Older pupils manipulate data and present their research to an audience, and some have used their ICT skills to produce presentations for their peers. Pupils understand the difference between ICT as a subject and its use to support learning and, when given the opportunity, they show confidence in applying it more widely to other areas of the curriculum. In some lessons observed, ICT was fully integrated and greatly enhanced pupils' learning. For example, in an upper-phase mathematics lesson, pupils were using an internet program on individual laptops effectively to investigate platonic solids and the relationships between their properties.

- 3.10 Pupils display sophisticated study skills for their age, with highly developed collaborative skills enhancing their progress. Upper-phase pupils writing instructions using the text *The boy who biked the world*, by Alastair Humphreys, hypothesised why it would be good to actually make a sandwich, which they proceeded to do with great gusto; the enjoyment and learning were palpable. Across all ages, pupils demonstrate a pleasure for learning and apply their skills of analysis confidently, seeing a challenging task as an opportunity to test themselves and learn and grow from the experience. For example, an investigation into greenhouse gases by pupils in lower-phase science showed they were able to hypothesise and predict outcomes and, even though some pupils' hypotheses turned out to be inaccurate, a positive mindset ensured all benefited from the task. Pupils of all age groups come together each week in the excellent curricular enrichment programme to develop a range of life skills, such as first aid and problem solving. In interviews, pupils spoke excitedly about these timetabled sessions and explained a project they had worked on; creating a boat using just sticks and string, gathering evidence, synthesising information and deciding how best to present their findings.
- 3.11 Pupils achieve considerable success in a range of academic and other achievements throughout their time at school. The oldest pupils gain places at their chosen senior school, being well prepared for their selection procedures. Some pupils are successful in attaining scholarships at a range of schools. Pupils are constantly encouraged to leave their 'comfort zone' and enter the 'learning zone' with a positive mindset, helping them achieve plaudits in a number of school, regional and national opportunities, in diverse pursuits such as science, music, sport and the arts. Pupils described the immense sense of achievement and satisfaction gained from performing in a recent musical production of *Chitty Chitty Bang Bang* and also how proud they were to gain first place in an ISA fashion art competition. Pupils' endeavours and wide range of talents and interests are celebrated through 'rainbow awards', assembly mentions or hot chocolate with the headteacher. Clear tracking of achievements by leadership guarantees every pupil has the opportunity to shine.
- 3.12 Throughout the school, pupils display decidedly positive attitudes and an enthusiasm for learning as evidenced by their endeavours in all lessons and activities observed during the inspection. They are highly productive when working individually, with their partner or in a group. The youngest pupils explore their aesthetic and creative talents through topic themes and stories and demonstrate a love of learning and thirst for knowledge which amplifies and matures into scholarship at the top of the school. The willingness of pupils to take responsibility for their own learning is fostered by their teachers who are well organised and stimulate discussion by asking thought-provoking questions and thereby creating a positive and supportive atmosphere which instils confidence in pupils. Pupils' excellent attitudes to learning are acknowledged through the rewarding of positive behaviour through verbal praise, marbles, house points and tokens. The school's implicit culture and sense of family, that are strongly promoted by the excellent leadership team, underpin the pupils' desire to do their best. The pupils value their community and gain a sense of personal achievement and satisfaction from contributing to the success of the school.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils across all ages have the confidence to share ideas and exhibit high levels of self-esteem in a humble and respectful manner. Pupils show excellent self-understanding for their age and can apply to their everyday school lives the sentiment of the school's motto *Non progredi, est regredi* (not to go forward is to go backward). Children in the EYFS demonstrated excellent levels of self-understanding by sharing how they were feeling about the day ahead when answering the register. They explained what was making them sad, what they felt happy about, and what was exciting them. Pupils are equipped to be self-reflective and resilient, developed through the structured and effective personal, social and health education (PSHE) programme as well as through regular focus on self-analysis in assemblies and lessons. Pupils confidently explained how the school helps them to adopt a positive growth mindset which encourages them to be resilient and gives them the impetus to persevere. In

discussion about the plot of *Macbeth* in an upper-phase English lesson, pupils were able to use their own experience and self-understanding to identify the initial loyalty and strength of relationship between Banquo and Macbeth. Almost all parents who responded to the questionnaire agreed that the school helps their children to be confident and independent.

- 3.15 Pupils show an extremely good understanding that decisions they make can be instrumental in determining their own future success and well-being. They are provided with plenty of opportunity to make decisions in their learning both inside and outside the classroom. In the EYFS, children make appropriate choices about suitable activities, which foods they should eat as a healthy snack and how they play with others. Choice is a common feature of many lessons as seen in an older class mathematics lesson where pupils were witnessed self-selecting challenges at an appropriate level. In discussions with pupils, they remarked that they enjoy the freedom this provides for them to make decisions about their learning and thus they accept responsibility for their own progress. Pupils also take the initiative to make decisions when acting on behalf of others in responsible positions such as on the pupil council. This year, the council has already provided a friendship bench in the playground and raised money towards a school defibrillator which is available to local residents.
- 3.16 Pupils show a keen awareness and strong appreciation of non-material aspects of life such as learning, friendship, and family. A strong aesthetic awareness was shown in an upper-phase art lesson in which pupils demonstrated high levels of awe and wonder at the results of their printing activities. They exhibited appreciation of the use of colour, light and shade to show mood and stimulate the imagination. In their religious studies (RS) lessons, pupils learn about a broad range of religions including Christianity, Judaism, Buddhism and Islam, but of equal importance is developing an appreciation for all of God's creation, including Diego the school tortoise, irrespective of faith or not. A wonderful appreciation for every member of the community was evidenced in assembly when all pupils were respectful during the thoughtful prayer. Pupils have a heart for humankind, with a mature capacity to think beyond their own immediate lives. Kindness is embedded into all interactions; pupils spoke passionately about supporting those less fortunate than themselves, such as donating food and clothes to send to Ukrainian refugees in Poland.
- 3.17 Pupils have an excellent sense of right and wrong, and they accept responsibility for their own behaviour, including towards others. They have an outstanding understanding of the rewards and sanctions used in the school's 'cloud system' which helps them significantly to maintain self-discipline. Children in the EYFS respond well to the stickers and marbles used as rewards, supported by reflection and circle time to encourage them to take responsibility for their own behaviour. Older pupils challenge the misbehaviour and unkindness of others, and they know how to respond to this when they encounter it. Pupils were observed displaying high levels of thoughtfulness and mutual respect in all areas of the school, both in formal as well as informal times in the school day. They engage well in the playground, happy to spend time with pupils from other year groups as well as from their own. In the classroom, pupils clearly demonstrate how the school's value of the month, democracy at the time of the inspection, plays out in the wider world. In a philosophy lesson, pupils were able to share a list of the fundamental British values (FBV) amongst the class, identifying that these current FBVs were not present in the time of the slave trade, citing as evidence a lack of democracy for the enslaved black people.
- 3.18 Pupils form notably strong relationships with one another, and they collaborate extremely well supporting each other in tasks to achieve common goals. For example, lower-phase pupils worked together effectively to determine the responsibilities of individual team members and then to execute the tasks involved in collecting and preparing the resources for their climate change ice-melting experiment. Children in the EYFS demonstrated excellent teamwork for their age by automatically and enthusiastically working as a team in their morning registration session to set out the classroom chairs ready for the day ahead. Pupils understand and support the particular needs of those with differing abilities: lower-phase pupils in an after-school art club showed great social skills when helping each other by taking turns with the masking tape, and also by cutting masking tape for those who were

finding it difficult to do so. Upper-phase pupils demonstrated an excellent ability to discuss as a class group the question, 'What is freedom?', independent of intervention and leadership from their teacher. The pupils listened extremely well to each other and demonstrated respect for the views and opinions of others.

- 3.19 Pupils delight in making a significant contribution to the school and in activities which benefit others, in the local community and through charitable enterprises. From an early age, pupils demonstrate helpfulness towards others in the school community by holding doors open or taking messages to other classrooms. Pupils from all year groups are proud to make their views known when chosen by peers to represent their class on the pupil council, overseen by a pupil in Year 6 with responsibility for the outcomes. All pupils in Year 6 work as a team of prefects and become outstanding role models and ambassadors for the school, demonstrated admirably in the end-of-the-week celebration assembly. Pupils are economically, environmentally and socially aware for their age: supporting local foodbanks and raising funds for a number of good causes.
- 3.20 Pupils flourish in a multi-cultural, diverse community in a relaxed and accepting way. Pupils from different cultures, blend in as one, expressing most positively that they respect and value diversity. Pupils form strong friendships and demonstrate mutual respect and kindness to everyone who crosses their path. In a mixed-age interview, the respect and tolerance shown to the younger pupils was excellent, and the pupils themselves attributed this to the school's 16 values such as respect, happiness and co-operation. Pupils demonstrated a strong respect for other people and their cultures when sharing their opinions on the slave trade and its associated issue of racism. They clearly identified the unfairness of the situation for the slaves and demonstrated empathy for them. Foundations for this are laid in the EYFS where plenty of coverage is provided through discussions and wonderful creative work ensuring pupils respect differences. An example of this was seen when pupils in the lower phase were encouraged to identify differences when studying facial features, before painting their self-portraits, with pupils commenting how wonderful it is that we are all unique.
- 3.21 Pupils understand how to be physically safe in terms of diet and exercise and show an extraordinarily positive mental attitude towards challenging demands. A healthy lifestyle is promoted in the EYFS through the free-flow activities which are offered every day providing plenty of physical activity. A group of upper-phase pupils enthused about their sporting opportunities at the school, and how it encourages them to lead a healthy lifestyle. Children in the EYFS conveyed an excellent understanding of which foods are healthier than others when painting their favourite foods, and also when sorting foods onto a 'healthy plate' and a 'not-so-healthy plate'. Older pupils in the upper phase were able to explain the policy on the types of snacks they are allowed to bring into school for morning breaks, identifying clearly which foods are not allowed and why that is the case. Younger pupils in the upper phase demonstrated an excellent knowledge of internet safety and they were able to convey confidently the steps to take if they had concerns when on-line, involving an adult for assistance. Pupils' resilience and understanding are supported and developed through the school's excellent PSHE programme, detailing support systems in place for when things go wrong and demonstrating confidence in the professionalism and caring nature of the staff. Without exception, they all felt safe and appreciated within the family environment and culture of warmth and security that pervade the school.

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 a group of governors, 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. 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 Ruth Loveman	Reporting inspector
Mr Sam Antrobus	Compliance team inspector (Executive chairman, ISA and IAPS schools' group)
Mr David Sibson	Team inspector (Former head, IAPS school)