



INDEPENDENT SCHOOLS INSPECTORATE

REDCLIFFE SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Redcliffe School

Full Name of School	Redcliffe School		
DCSF Number	207/6003		
Registered Charity Number	312716		
Address	Redcliffe School 47 Redcliffe Gardens London SW10 9JH		
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Head	Susan Bourne		
Chair of Governors	Simon Lalor		
Age Range	2 ½ to 11		
Total Number of Pupils	135		
Gender of Pupils	Mixed		
Numbers by Age	3-5(EYFS):	57	5-11: 78
Head of EYFS Setting	Sarah Lemmon		
EYFS Gender	Mixed		
Inspection date/EYFS	01 Feb 2010 to 02 Feb 2010		
Final (team) visit	01 Mar 2010 to 03 Mar 2010		

PREFACE

This inspection report follows the STANDARD *ISI schedule*. It consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in February 2006

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

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

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Redcliffe School, founded in 1948, provides education for boys between the ages of two and a half and eight and girls between the ages of two and a half and eleven. It has been run as a charitable trust since 1973. There are seven Governors, many of whom are past parents. The school aims for every child to aspire to personal excellence and to supply the support or challenge necessary to enable them to enter a variety of London day schools. The school encourages a sense of purpose, good manners and respect for others in a safe, happy environment. The headmistress has been in post since 2006.
- 1.2 The school is on two sites. The Early Years Foundation Stage (EYFS) to the end of Year 1 operates in the modern, purpose built undercroft of St Luke's Church. Years 2 to 6 are in the original building about quarter of a mile away. Since the last inspection the school has expanded to two form entry on the two sites and extra-curricular provision has expanded. At the time of inspection there were 135 pupils on roll, 57 in the EYFS, 47 in Years 1 and 2 and 31 in Years 3 to 6.
- 1.3 Entry to the EYFS is by date of registration with priority given to siblings. Later entrants take school assessments to ensure they can benefit from the education on offer. Most boys remain at the school until the age of eight when they take examinations in competitive entry to a range of independent schools. Most girls remain until the age of eleven when they take examinations to a range of independent senior schools. The average ability profile is above the national average. The majority of pupils come from families of white British origin, while others come from a range of different minority ethnic groups which reflects the local community.
- 1.4 There are no pupils with statements of special educational need. The school has identified ten pupils who have learning difficulties (LDD), and six pupils have English as an additional language (EAL).
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Robins	Nursery
Kingfishers	Reception

Preparatory Department

School	NC name
Skylarks	Year 1
Bronte	Year 2
Coleridge	Year 3
Keats	Year 4
Shakespeare	Year 5
Wordsworth	Year 6

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 Pupils at Redcliffe, including those in the EYFS, achieve well and make good progress in their learning because of a wide-ranging curriculum and programme of activities, both inside and outside the school, and the good and effective teaching. There are many examples of independent learning throughout the school. The pupils' excellent attitudes to their studies also contribute to their academic achievement, as does their good behaviour and their extremely good relationships with each other and their teachers. Excellent support is given to those with LDD and EAL, ensuring their needs are met. In addition a number of gifted and talented pupils have been identified. The provision for information and communication technology (ICT) has increased since the last inspection with interactive whiteboards in every classroom and a new bank of laptops. ICT is now used effectively throughout the curriculum.
- 2.2 The personal development of pupils is strong and supported by pastoral care, welfare arrangements and health and safety procedures, which are good. Pupils are tolerant and respectful of each other's differences and collaborate with each other well when working together. Their care for each other is embedded in all aspects of school life. The school council encourages contributions to their community in a positive way and this was seen to good effect in the pupil parliament. Pupils' awareness of those less fortunate than themselves manifests itself in their positive approach to charitable giving.
- 2.3 The aims of the school are fulfilled, fostered by the governing body, which is committed to the success of the school and the academic and personal progress of each pupil. They have good oversight of the school. Leadership and management are strong and teachers are diligent in their planning. The appraisal system includes lesson observation and target setting. The school promotes strong links with its parents. In their response to the parent and pupil questionnaire, both parents and pupils were strongly positive about all aspects of school life, particularly teaching, pastoral care and the open communication with the school.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

- 2.4 At the time of the initial visit, the school did not meet all the requirements of the Independent School Standards Regulations 2003, as subsequently amended, and therefore it was required to:
- complete a centralised register of staff appointments [Regulation 4C.(1)];
 - carry out criminal record checks on all governors before they are appointed, and ensure that the checks are correctly entered on the single central register [Regulations 4B.(4)(a),4B.(5), and 4C.(6), under Suitability of proprietors].
- 2.5 At the time of the final team visit, the school had rectified all of the above shortcomings, as noted in the text of the report.
- 2.6 In order to comply with the welfare requirements of the Early Years Foundation Stage, the school was required to:
- ensure that the single centralised register of staff appointments is compliant with regulations (see Regulation [4C. (1)] above).

Since the Early Years Foundation Stage provision is inspected under a different system of regulation, within a two-day limit, the report cannot mention any regulatory deficiencies which are remedied by the end of the standard inspection.

(ii) Recommended action

- 2.7 The school is advised to make the following improvements:
1. investigate ways to enhance the curriculum for Years 5 and 6;
 2. further develop the use of analysis from standardised testing scores to fully support pupils' progress;
 3. fully embed EYFS principles in the setting's practice;
 4. consider ways of increasing the use of outdoor space to enhance pupils' experience in the EYFS;
 5. create suitable plans for the reception classes thereby enabling staff properly to address the full spectrum of the EYFS legislative requirements.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 Pupils are well educated; their success in academic work fulfils the school's aims of developing pupils' talents and enables each pupil to realise their own potential at their own rate within an environment in which they are happy and secure. Pupils develop their knowledge, understanding and skills effectively supported by a broad curriculum. From an early age they can reason well and think for themselves. They have good literacy and numeracy skills. Their reading is advanced for their age, they are extremely articulate and they express themselves with confidence both orally and in their written work. The standard of writing through the school is good and sometimes excellent. Due attention is given to the transfer of pupils from one section of the school to the next; staff work particularly closely together to ensure smooth transitions from EYFS to Year 1, and from Year 1 to Year 2 when the pupils move site, so that pupils feel confident and look forward to the challenge of their new class. ICT skills have considerably improved since the time of the last inspection, with investment in this subject throughout the school.
- 3.2 Pupils make good progress in their learning over time in relation to their ability profile, which is above the national average. Different subjects and curriculum areas reveal no significant difference in relative attainment between groups of pupils. By the end of the EYFS all pupils are achieving or exceeding the Early Learning Goals. Throughout the school, pupils make rapid progress, and achievement for all abilities is excellent. Pupils co-operate extremely well; they work enthusiastically in pairs and in groups, both in and out of the classroom. The school's individual and team successes include scholarships to senior schools and much success in music and drama examinations. Sporting success is growing in hockey, netball, and swimming.
- 3.3 Pupils' achievement is supported by their excellent attitudes to learning, their exemplary behaviour and the extremely good relationships they enjoy between themselves and with staff. They are well motivated, concentrate and persevere with their work and show great enthusiasm for their studies.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

- 3.4 The school offers a broad curriculum which supports the school's aims in having a positive impact on achievement and pupils' personal development. It is enhanced by the addition of French from Reception onwards. Pupils' education as a whole contributes effectively to their linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative development. It is suited to all ages, abilities and needs and pupils' learning in all the required subjects including an effective PSHE, French and religious studies (RS) programme.

- 3.5 The curriculum is planned throughout the school to ensure continuity of education and progress across the years, although the curricular time for practical activities in Years 5 and 6 is somewhat restricted. Each class teacher produces long, medium and short-term plans. The short-term plans include how the needs of different abilities are to be met and how to assess pupils' progress. Pupils with LDD and EAL receive excellent support which enables them to benefit from the curriculum. They are given individual education plans which are well known to the staff, who include suitable provision for these pupils within their regular planning. There are a number of pupils who have been identified as gifted and talented and they have appropriate activities set for them.
- 3.6 The school provides a good range of extra-curricular activities for all pupils which are appreciated and enjoyed. A good range of visits is organised for each year group. There are residential trips from Year 3 onwards. The school subscribes to the local council's 'walk or scoot to school initiative' and regularly participates in the road safety programmes offered to them. Pupils visit local places of historical and artistic interest which further broaden their aesthetic development. Strong community links have also been developed and include those with neighbours, with a local school for the sharing of sport teaching and facilities and the links with the church.

3.(c) The contribution of teaching

- 3.7 Effective and good teaching enables pupils to make good progress and give of their best in line with the aims of the school. Teachers are well aware of those pupils with LDD and suit work to their needs. Teachers' subject knowledge is strong, and they make good use of resources. In the best lessons, lively and enthusiastic teaching which includes effective questioning techniques enables pupils to achieve well as seen in a Year 5 Personal, Social Health and Citizenship lesson (PSHCE) where pupils were discussing the United Nations. There was an excellent level of achievement, pupils applied knowledge from this and previous lessons to develop their thinking skills. Praise and encouragement are used to good effect, and this adds to pupils' enjoyment of the topics studied.
- 3.8 The classrooms are well resourced and all have interactive whiteboards. These resources are used effectively to help produce lessons which maintain pupils' interest and enthusiasm. Staff use a range of teaching methods to ensure that lessons are interesting. A detailed marking policy is in place, which is adhered to by all staff and fully understood by all pupils. Assessment is regular and thorough and informs staff of the next steps in learning for pupils. The use of analysis from standardised testing scores to fully support pupils' progress is currently being developed. Teachers regularly check in lessons that pupils understand material and are ready to progress further.
- 3.9 Teachers know their pupils extremely well; they are committed to supporting them with levels of individual help which, in keeping with the schools' aims, enable pupils to set high standards in all they undertake. In their replies to the pre-inspection questionnaire, parents strongly agreed that the teaching helped their children to make progress, promoted worthwhile attitudes and values, and achieved good standards of behaviour, so encouraging pupils to achieve very well overall and fulfil their potential.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The quality of personal development is excellent, from EYFS onwards, promoted by strong relationships within the school community and the outstanding pastoral care shown by all staff. Pupils throughout the school have excellent well-developed personal qualities, in accordance with the aims of the school. They are confident and articulate and take an obvious pride both in their own achievements and in those of others.
- 4.2 Pupils have a well developed spiritual awareness, which is shown in the appreciation of their artistic and creative displays, and their participation in a variety of musical events and cultural experiences in which they are encouraged. Assemblies provide the opportunity for pupils and staff to come together. This time is used to reinforce the pupils' spiritual and social awareness through collective worship, the shared celebration of various sporting results and the celebration of individual and group music achievement. Pupils have high levels of self-esteem, and are caring and considerate towards others.
- 4.3 The pupils have a strong moral code upheld by staff which permeates daily life. They develop independent thinking and consider world issues, along with an understanding of the needs of other countries. Charity events continue throughout the year and closely involve pupils, parents and staff. Pupils discuss matters of the moment in class and assemblies, and this encourages them to think about the effect of their actions on others. Pupils have a clear sense of right and wrong, and of justice and fairness. They understand and support the standards of behaviour expected of them. They embrace the reward system, which includes the awarding of house points. Sanctions are clear, but rarely need to be used.
- 4.4 Pupils demonstrate good social awareness. Older pupils show excellent consideration for younger pupils and the buddy system enables team spirit to develop. The system at lunchtime where pupils of all ages sit together engenders further the team spirit. A respectful relationship between pupils and staff allows them to share the common goal of doing their best. Pupils' personal development is enhanced through the PSHCE course as they learn about public institutions and services, the wider community and how to respond in difficult situations. These experiences allow them to share the joy of fulfilment and learning.
- 4.5 Pupils have a strong appreciation of cultural diversity which comes from their religious studies (RS) work on alternative faiths, cultures and traditions. They also develop their understanding of other cultures in subjects such as geography, history and music. They understand about the festivals and places of worship in other religions. In addition they develop a strong awareness of their own culture through visits to museums and theatres.

4.(b) The contribution of arrangements for welfare, health and safety

- 4.6 The pastoral care provided for pupils and the attention given to pupils' welfare, health and safety is strong throughout the school, including the EYFS, and fulfils the aims of the school in encouraging self-discipline, responsibility and consideration for others. The caring environment is a strength of the school. The staff provide good support and guidance through the roles of form teachers. Pastoral arrangements are effective, fostering pupils' personal development and academic achievement extremely well. All staff promote pupils' self-confidence over a wide range of activities through support, praise and encouragement. Pupils say they are well cared for; they feel appreciated and this gives them the confidence to turn to an adult should they have a problem.
- 4.7 The quality of relationships between pupils and staff and between pupils themselves is strong. The pupils are exceptionally well-mannered and adults serve as good role models. Staff know pupils well and this helps provide a happy and caring environment in which pupils thrive. Any issues or concerns are discussed at daily staff briefings. Behaviour in lessons and around the school is good. Pupils believe rules are fair. They believe that bullying is rare, and agree that staff deal with any difficulties quickly and constructively.
- 4.8 The safeguarding of pupils is good; all staff are appropriately trained for their responsibilities. Measures are taken to reduce the risk of fire and other hazards; regular fire drills are held and staff receive fire training. Health and safety procedures are effective, with risk assessments covering all aspects of school life. A health and safety committee operates and meets regularly to discuss any matters arising. Electrical testing is appropriately carried out and health and safety documentation is thorough. Accidents are suitably recorded and facilities for those who become ill during the day are good. An accessibility plan has been written, which is designed to improve the educational provision for those pupils with disabilities and is line with the Special Educational Needs and Disabilities Act (SENDA). Pupils understand well the importance of choosing a healthy diet and participating in physical exercise. They enjoy the school meals which are nutritious and give good choice. The admission and attendance registers have been accurately maintained.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The board benefits from the wide experience and professional backgrounds of its members. The last few years have been spent in investing in the future of the school by purchasing the lease on the St Luke's site. The outcome of this is effective educational provision and considerable ongoing investment in general resources, staffing and school buildings. When the school were made aware, at the initial visit, of the need to adhere to regulatory requirements with regard to necessary clearance in staffing and governance appointments and oversight of the various recruitment procedures they acted promptly to remedy this.
- 5.2 Effective communication between the headmistress and the governors ensures that the governors have good insight into the working of the school. Governors visit the school and regularly attend school events.

5.(b) The quality of leadership and management

- 5.3 Leadership and management are strong, in line with the school's aims to realise the potential of each child and to provide a secure, happy environment so all can learn within a disciplined framework which encourages each pupil to respond to the best of their abilities. Structures are clear and comprehensive; management roles have developed effectively since the last inspection.
- 5.4 Leadership and management are effective across the whole range of school activity, exercised in a considerate and sensitive manner. Senior managers provide a clear vision which has enabled the school to deliver a good education for its pupils, to enrich the life of every pupil, and to develop talent, passion and commitment that will enable them to find confidence through individual achievement and team success. All staff feel involved in the school and part of the school's processes.
- 5.5 A clear school development plan is in place which sets out specific areas of educational improvement. This clarity of vision benefits the whole community and is reflected in the good quality of education and the excellent personal development of the pupils.
- 5.6 Policies and procedures have been produced for all aspects of school life and they are implemented successfully by staff. They give parents a clear understanding of the school's processes. Teaching and support staff are deployed well and make a good contribution to pupils' learning and welfare, particularly for those pupils with LDD and EAL. Good quality staff are appointed and support staffing levels are excellent, so that strong support is given to pupils. In-service training and appraisal are regular features of staff development, and the safeguarding, welfare, health and safety of the pupils are given high priority with all staff trained in these areas. Non-teaching staff contribute significantly to pupils' personal and academic development through their support roles within the school community. Recruitment of staff is now carried out with due rigour.

- 5.7 The efficient and friendly office staff and the bursar work extremely hard to ensure efficient communication between the two sites. Financial management is detailed and clear. The needs of the school are thoroughly analysed; priorities are set, effectively planned and carried out so that provision for material and human resources and accommodation is good. The atmosphere in the school office is warm and welcoming towards visitors, staff, parents and pupils. Requests and enquiries are treated with courtesy and consideration which matches the schools' ethos. The catering staff provide nutritious meals and their friendly relationships with pupils add to the overall quality of care.

5.(c) The quality of links with parents, carers and guardians

- 5.8 Links between school and parents are excellent and support the academic and personal development of the pupils. Responses to the pre-inspection questionnaire indicate that parents are most supportive of the school. They are particularly positive about the information that they are given about their children's progress and the promotion of worthwhile attitudes and values. They believe they can communicate easily with the school and that policies and procedures are readily available.
- 5.9 Parents have many opportunities to be involved in the life of the school. They are regularly invited into school to attend school functions, including events such as the weekly parent assemblies, concerts and drama productions. The parents' association is an active body, enthusiastically supporting the school by organising events to welcome new parents and social events for both parents and children. They also raise funds for charity and to benefit the school.
- 5.10 Information for parents is detailed and regular. Parents of current and prospective pupils have all the information they require about the school. The school has a clear and appropriate complaints policy and handles concerns with due care. Parents indicated that minor matters are dealt with by class teachers. In the parental questionnaire parents commented on how approachable the staff and headmistress are and said that their concerns, when they arise, are dealt with sympathetically and the resolution was achieved speedily.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

6.1 Pupils' needs are met well. The school's vision of developing excellence through individualising care is achieved through strong, personal, developmental support, excellent pupil knowledge, and good attention to pupils' linguistic, numeracy, listening, concentration and co-operative skills. Good, enjoyable challenges and a suitable range of experiences ensure pupils begin their education in a caring environment where every child receives effective attention. Quickly collecting good records to underpin understanding of individuals, the committed staff carry out relevant self-evaluation especially at half-termly and termly staff meetings. In the light of such work plans and procedures are adapted.

6.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage

6.2 EYFS and main school managers work closely and, although unsatisfactory in some areas, provide much good leadership and management. Required staffing checks are not always completed with the diligence demanded for regulatory compliance. Nevertheless policies and procedures are supported by documents which help to ensure the impact of procedures in producing good outcomes for pupils. All are scheduled for regular review, as are the risk assessments which are thorough and completed well for outings. Staff, with appropriate qualifications, are fully aware of their safeguarding responsibilities and benefit from a range of opportunities for professional development. Excellent relationships exist with parents who, through the questionnaire, expressed great confidence in, and considerable satisfaction with, the setting. They receive suitable curriculum information and helpful reports. As a result parents are well involved and children well supported.

6.(c) The quality of the provision in the Early Years Foundation Stage

6.3 Provision supports good learning and outstanding personal development. Through close knowledge of individuals and periodic observations staff make clear plans thus providing enjoyable learning activities, appropriate to all abilities. The six EYFS learning areas are not equally thoroughly addressed across the setting and outdoor opportunities are limited. As a result, this statutory area of regulatory compliance has yet to be achieved. Nevertheless pupils respond enthusiastically to staff's consistently high expectations and examples which give a strong understanding of welfare. High staffing ratios, good key working and adults' caring warmth ensure all children can feel confident and accepted.

6.(d) Outcomes for children in the Early Years Foundation Stage

- 6.4 Outcomes are good. Following thorough initial observations summative assessments occur each term and formal EYFS profiling is integrated appropriately. Information from pre-school settings is valued. Compilation of this information coupled with pupils' daily interaction with older peers helps ensure seamless advancement to Year 1. Children thoroughly enjoy many aspects of the school and work well, both co-operatively and individually, showing strong literacy and good numeracy. Personal and corporate behaviour, concentration, listening and physical co-ordination are outstanding. Problem solving and creativity are good. Hygiene, healthy eating, fitness and exercise are well understood and pupils show appropriate understanding of the wider world.

What the Early Years Foundation Stage should do to improve is given at the beginning of the report in section 2.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Karin Kelly	Reporting inspector
Mr Stephen Player	Junior Team Inspector (Head, IAPS)
Mrs Audrey Marsden	Junior Team Inspector (Head of School (Pre-prep), IAPS)
Mr Robin Lewis	Early Years Lead Inspector