



**Focused Compliance and Educational Quality Inspection Report**

**Godolphin and Latymer Redcliffe Gardens School**

**March 2022**

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## School's Details

<b>School</b>	Godolphin and Latymer Redcliffe Gardens School			
<b>DfE number</b>	207/6003			
<b>Registered charity number</b>	1073924			
<b>Address</b>	Godolphin and Latymer Redcliffe Gardens School 47 Redcliffe Gardens London SW10 9JH			
<b>Telephone number</b>	020 73529247			
<b>Email address</b>	e.office@redcliffeschool.com			
<b>Headteacher</b>	Mr Benedict Dunhill			
<b>Chair of governors</b>	Mrs Alison Paines			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	75			
	<b>EYFS</b>	31	<b>Juniors</b>	44
<b>Inspection dates</b>	1 to 4 March 2022			

## 1. Background Information

### About the school

- 1.1 Godolphin & Latymer Redcliffe Gardens School is an independent co-educational day school. Founded in 1948, it became part of the Godolphin and Latymer Charitable Foundation, the charity which runs The Godolphin & Latymer School, in September 2020. The school is governed by the prep school committee of Godolphin & Latymer's governing board. A new head and deputy head took up post in January 2021. The prep school for pupils in Years 2 to 6 is based at the original building in Redcliffe Gardens and Nursery, Reception and Year 1 are located in the renovated undercroft of St Luke's Church, a short walk away.
- 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 aims to nurture a love of learning and to develop every child's individual potential within a forward-thinking setting. Its ethos is that all children should have the opportunity to develop their unique talents and have the courage and confidence to try new things. It seeks, therefore, to give every child the opportunity to shine through the range of extracurricular activities it offers.

### About the pupils

- 1.4 Most pupils come from the local area of Chelsea and the parent body reflects the international character of the area. Nationally standardised tests and the school's own data confirm that pupils' ability is broadly average compared to those taking the same test nationally, although with variation within and across year groups. The school has identified 15 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support for a range of difficulties including autistic spectrum disorder and dyslexia. One pupil has an education, health and care (EHC) plan. English is an additional language for 46 pupils, 5 of whom receive additional support. The curriculum is modified for pupils who are identified as being more able, including for those with particular talents.

## 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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Robins	Nursery
Kingfishers	Reception
Skylarks	Year 1
Bronte	Year 2
Coleridge	Year 3
Keats	Year 4
Shakespeare	Year 5
Wordsworth	Year 6

#### Key findings

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

- Pupils of all abilities make rapid progress, so that by the time they leave, they achieve extremely well.
- Pupils perform at a particularly high level in English and mathematics.
- Pupils discover and successfully develop their interests and abilities within a broad curriculum.
- Pupils' overall achievement is strongly supported by their excellent attitudes; they are consistently enthusiastic, engaged and determined to learn.

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

- Pupils develop a particularly strong self-knowledge, which enables them to be well prepared for the next stage in their education.
- Pupils demonstrate great resilience and a positive attitude to learning as the result of the well-established growth mindset approach in the school.
- Pupils display a notable ability to work and play harmoniously with all members of the school community.
- Pupils of all ages reflect the school's values in their behaviour to one another, which results in a happy, family-focused school community, where kindness and respect are paramount.

## Recommendation

The school should make the following improvement.

- Further strengthen pupils' critical thinking and range of recording strategies by extending existing good practice to all subjects.

## The quality of the pupils' academic and other achievements

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

3.4 Pupils who enter the school with a wide range of abilities achieve extremely well and make rapid progress over time. This is confirmed by results in nationally standardised tests, along with scrutiny of the detailed tracking of individual pupils' development from Nursery through to Year 6. At the end of the EYFS, most pupils reach the nationally expected level for the Early Learning Goals. The most able children in Reception are working beyond this, particularly in reading, writing and mathematics. Pupils with SEND progress at a similar rate to their peers, as a result of conscientious support, either in class or individually, which helps them meet personal targets. Those with EAL are supported in class by teachers checking their understanding and helping their pronunciation, so that they make good and often rapid progress in line with their abilities. Leaders involve teaching staff in collating and analysing assessment results which ensures they form a clear knowledge of each pupil's abilities and needs to inform their planning and ensure all pupils make progress. Assessment data is used effectively in consultation with parents when considering future schools, enabling pupils to gain consistently excellent results in senior school entrance tests, and achieve a good range of awards. In their highly positive responses to the pre-inspection questionnaires, almost all parents expressed satisfaction with every aspect of their child's education at the school. Pupils were similarly positive in their questionnaire responses, all agreeing that their lessons are interesting and improve their skills and knowledge, that teachers and their feedback help them improve, and that teachers know their subjects well. Since becoming part of Godolphin and Latymer, governance and the leadership have ensured that, in addition to administrative and technical support, teaching expertise is shared between schools; this promotes strong learning outcomes for the pupils.

3.5 Pupils of all ages demonstrate very strong communication skills, and many are highly articulate. They are keen to engage in discussion, and present as friendly, open, and respectful of one another's views. Pupils' confident oral skills and attentive listening are promoted in lessons where they are given frequent opportunities to work collaboratively, as well as in debating club, where they enthusiastically debate a varied range of issues such as 'It is better to be right than to be kind'. Most children in the EYFS achieve early reading capability due to careful attention being paid to the acquisition of the sounds letters make. Many children in Nursery can recognise the sound of the week and give examples of words beginning with it. Pupils become fluent and expressive readers due to continued focus on practice and the careful monitoring of reading skills. Excellent written work is much in evidence across the school. Most children in Reception can write a few sentences unaided, and by Year 2 many pupils write with high levels of competence for a range of purposes such as a diary, descriptions, creative stories and recipes. Pupils develop their literacy skills rapidly, due to systematic teaching, regular practice, tasks which are graded to take into account varying abilities and informative marking which helps pupils know how well they have met learning objectives. Pupils utilise these excellent linguistic skills in other subjects, such as in French where, through developing secure skills in the middle years, the writing of the oldest pupils is excellent for their age.

3.6 Pupils have extremely strong numeracy skills. They work at a high level in class and apply their engrained mathematical knowledge very competently in other curriculum areas, due to assiduous tracking of their progress and teaching which matches tasks to the abilities of each pupil. The progress and interest of younger pupils were evident in a Reception class where children recognised and understood the link between coins and numbers, supported by the use of practical activities designed to make learning fun. Having rapidly acquired excellent competence in arithmetical skills from an early

age, many pupils demonstrate a well-developed ability to apply these to problem solving and mathematical reasoning as they move through the school. As a result, several pupils have been extremely successful in the national Primary Maths Competition. Older pupils are given frequent opportunities to develop their mental calculation capabilities and this strongly supports the excellent standards they achieve by their final year.

- 3.7 Pupils make significant progress in the development of their knowledge, skills and understanding across a wide range of subjects. This is the result of well-planned teaching, which has high expectations and a thorough knowledge of each pupil, delivered by capable and committed staff. Work scrutiny and lesson observations confirm that this personalised approach strongly promotes pupils' progress. Pupils often show exceptionally good recall of prior learning, such as when Nursery children remembered the meaning of hibernation. Older pupils spoke enthusiastically about their practical learning in science, conveying an accurate description of cardiac anatomy following their individual dissection of ox hearts. Many pupils show notably strong levels of ability in producing artwork of high quality, attractive displays of which consistently motivate their efforts. Writing skills are used to good effect across the curriculum, such as in younger pupils' persuasive writing on how to prevent another great fire in London, which incorporated pupils' understanding of flammability and the need for public services
- 3.8 Pupils develop excellent skills in information and communication technology (ICT) as they move through the school. Specialist teaching from a very early age, reinforced by regular use in several other subjects and ready access to devices, results in the pupils developing their knowledge well. By the time they are in Year 6, they demonstrate a highly competent ability to use ICT to enhance their learning. For example, older pupils frequently research and present their investigations in science by making videos and electronic presentations. They are also adept at using programmable devices appropriate to their age, applying their secure understanding of coding, such as when Year 5 pupils successfully used a robotics platform to design and control a robot to pull a weight. Pupils do not yet regularly use their computing skills in all subjects to extend and find alternative ways to record their learning.
- 3.9 Pupils are engaged and confident learners, displaying the ability to analyse and hypothesise information competently in several subjects. Younger pupils display excellent close observational ability in science and art. Pupils of all ages demonstrate highly developed skills of scientific enquiry, making predictions and justifying their reasoning. Teachers use open questions to stimulate deeper thinking and encourage questioning from pupils and a range of activities in lessons which enable pupils to develop their reasoning through discussion and work with partners. In English the oldest pupils successfully use an approach which requires inference and prediction, when analysing a class text. In some subjects, pupils' learning and thought processes are not developed to the depth of which they are capable, due to an over-reliance on worksheets for recording. This limits opportunities for them to engage in their own research and to engage critical thinking skills.
- 3.10 Pupils are successful in a wide range of activities outside the classroom, reaching consistently high levels in a range of areas, and gaining significant achievements at a local and regional standard. Their success is in accordance with the school's aims, since the leadership ensures that each pupil, has significant opportunities and experiences to enable them to identify and then further develop whatever talents or abilities they possess. Pupils' achievements include success in mathematics challenges, creative writing competitions, LAMDA and music examinations, as well as art competitions and drama. Some pupils achieve individual success in sports such as fencing and swimming, and older pupils take pleasure in participating in fixtures against other, often much larger, schools. Several pupils have been chosen to represent the borough in the London Youth games. As a result of thorough preparation for 11+ entry, pupils generally receive several offers, and the most able gain places at highly selective senior schools.
- 3.11 Pupils display well-developed and exceptionally positive attitudes to learning, showing enthusiasm and interest throughout the school day. Most show perseverance and a determination to complete

and present their work to the best of their ability. They are intensely curious and, in most lessons observed, asked searching questions, such as in religious education (RE) when younger pupils asked, "What is sacrifice?" In lessons most are attentive and fully engaged. These positive attitudes are promoted by teaching which supports the development of individual initiative, self-challenge and taking responsibility for their own learning. The pupils' cooperative and friendly attitude towards one another enables them to work together extremely successfully.

### **The quality of the pupils' personal development**

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils have a mature understanding of their strengths and an equable view of areas they find more challenging, in response to the leadership's highly successful promotion of effective attitudes to learning. Pupils assured inspectors that they learn from making mistakes and assert that perseverance and patient practice bring improvement, such as in the lead-up to the 11+ examinations. Pupils strive to work things out for themselves, supported by positive feedback from staff which promotes their confidence and self-esteem. Pupils' clear understanding of how to improve their learning is effectively supported by the consistent application of marking and feedback, and targets which they are motivated to achieve. Their self-esteem is high, benefiting from frequent sincere praise for their efforts, and assemblies at which certificates are awarded for displaying school values as well as for work. Pupils build strong levels of resilience as a result of teachers knowing them well and the strongly nurturing community established at the school. They are therefore exceptionally well prepared for their move to senior schools.
- 3.14 As pupils develop their self-confidence and an understanding of their current and future needs, they become excellent decision makers. They appreciate that the decisions they make academically, in their relationships, and in the choices they make about lifestyle, will have an impact on them both now and in their future. Children in the Nursery quickly and independently choose which activity they would like to undertake, sensitively assisted by staff who ensure they make an informed choice by understanding the wide range of activities available to them. Older pupils assert the strong understanding that they need to make sensible choices since their decisions have consequences. Pupils of all ages value the school parliament and are confident that their ideas are listened to by the leadership and may well effect the change they desire. The approach by staff of engaging in dialogue with pupils when things go wrong, rather than immediately invoking a sanction, develops most effectively pupils' ability to rationalise their own and the behaviour of others.
- 3.15 As pupils move through the school, they develop an excellent understanding of non-material values. This is promoted by the many experiences offered to them in and outside school, which encourage an appreciation of values, music and art. Pupils demonstrate a strong aesthetic appreciation in their responses to the many and varied forms of artwork they produce, as well as in their participation in musical performances. They gain an awareness of the role of religion and culture in spiritual well-being through the school's personal, social and health education (PSHE) and RE programmes. Pupils of various ages show empathy that is often mature for their age, frequently explaining that they know they should treat other people as they would want to be treated. They have a mature understanding of compassion and service, shown in their charity work. The pupils demonstrate a strong perception that the school's values are important both to their own well-being and that of those around them. Older pupils expressed eloquently their own views of which particular value is most important to them. The consensus reached in discussions with inspectors was that they prioritise being kind as well as having the courage to speak up for what they judge to be right.
- 3.16 Pupils of all ages demonstrate a strong sense of right and wrong. They understand the reason for rules and that these correspond with the rule of law, through regular inclusion of such matters in PSHE lessons and assemblies. Pupils understand the importance of taking responsibility for their own behaviour. Across the school, they frequently support one another in regulating their behaviour. This

is particularly evident in the mature reasoning of the oldest pupils who articulate why they try to behave well, explaining to inspectors that they do so in order to behave as well as possible rather than to avoid sanctions. They show an honest and perceptive moral sense when they explain that they experience feelings of regret and are not proud of themselves should they behave thoughtlessly. They have an intense sense of fairness, engendered by staff's kindly approach to them, so that there is a pervading atmosphere in the school community of mutual respect.

- 3.17 Pupils' social skills are highly developed. They work extremely well together in class, as a result of the priority given by the staff to building strong relationships. Their play is generally harmonious, and all pupils told inspectors in discussions that one of the aspects they value most in the school is its friendliness. Of those who responded to the questionnaire, all pupils agreed that the school teaches them to build positive relationships and friendships. They fully understand the need to work as a team to achieve a common goal, as was evidenced in the music rehearsals observed, and their enthusiasm prior to departing for a sports fixture. The oldest pupils told inspectors that there is a strong chemistry between their classmates which enables them to work productively together, such as in tag rugby. In class projects, they understand the need to assign distinct roles to members of the group and are able to offer strategies to achieve compromise in solving group conflicts.
- 3.18 Pupils are keen to fulfil their assigned responsibilities conscientiously, with every senior pupil holding a position of leadership in the school community. In undertaking these roles, the oldest pupils are mindful of their responsibility to set a good example to younger ones. The youngest children help one another at snack time and younger pupils value the opportunity to take it in turns to be class representative at the school parliament. Pupils have many opportunities, both in school and in the local community, to contribute to, and support, the lives of others. Following a review of the curriculum and to promote its aim of forward thinking, the leadership's introduction of education for social responsibility ensures pupils have a strong understanding of current affairs and climate issues. As a response, most older pupils go jogging in the locality, picking up litter to improve the environment. They are keen to actively support good causes and the less fortunate. For example, the oldest pupils managed a budget and planned suitable items to buy, before going shopping to donate food to homeless shelters and the food bank. Senior pupils conduct research on a variety of charities each year, then make presentations to the whole school, after which pupils vote on which to support.
- 3.19 Pupils are extremely aware of how to stay safe and healthy and why this is important. All their parents who responded to the questionnaire took the view that the school encourages their child to adopt a healthy lifestyle. This is the result of a well-planned pastoral curriculum, closely linked to a range of age-appropriate assemblies and talks, which support pupils' strong awareness of the importance of staying safe, eating sensibly and keeping fit. From a young age, pupils learn about food groups, and they can therefore distinguish what constitutes a healthy diet. They value being able to exercise choice in their school lunches, and that the school parliament has been able to offer ideas for a range of healthy morning snacks in conjunction with the leadership and catering team. They are keenly aware of the benefits of exercise and are given excellent opportunities to develop a liking for physical activity through being introduced to a variety of sports, including judo and fencing. Since the previous inspection, the leadership has introduced a well-being week to raise pupils' awareness of emotional and mental health. As a result, the older pupils understand the ways in which they can support their own mental well-being such as through meditation, drawing and making music, as well as calming techniques. They have a well-developed awareness of how to stay safe online, a view supported by each pupil completing the questionnaire. Pupils of all ages confirmed to inspectors that they are happy at school.
- 3.20 The pupils show exceptional levels of understanding and respect for the diversity of the different cultures they represent. This is facilitated by the school's broad and inclusive curriculum combined with appropriate speakers and trips, which ensure pupils develop a mature knowledge and understanding of different backgrounds and traditions. Older pupils discussed with great insight the meaning of friendship, tolerance, respect and equal opportunities, which were directly linked to the

main character in their class book, *Wonder*, understanding that their learning in PSHE linked to these attributes. Those interviewed were adamant that while they appreciate they are all naturally different, they believe they are all of equal value, explaining the strong influence of the school values in shaping their friendly and respectful attitudes.

## 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, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and 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 Jan Preece	Reporting inspector
Mr Stephen Challoner	Compliance team inspector (Former director of staffing, HMC school)
Mr Richard Evans	Team inspector (Former headmaster, IAPS school)