



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Rokeby School

September 2019



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School's Details

School	Rokeby School			
DfE number	314/6005			
Registered charity number	312653			
Address	Rokeby School George Road Kingston Upon Thames Surrey KT2 7PB			
Telephone number	020 8942 2247			
Email address	reception@rokeby.org.uk			
Headmaster	Mr Jason Peck			
Chair of governors	Ms Deidre Davidson			
Age range	4 to 13			
Number of pupils on roll	384			
	Lower School (EYFS)	37	Lower School (Years 1 and 2)	88
	Upper School	259		
Inspection dates	17 to 19 September 2019			

1. Background Information

About the school

- 1.1 Rokeby is an independent day school for pupils aged between four and thirteen. It is registered as a single-sex school for male pupils. The school was founded in Wimbledon in 1877. In 1966 a group of parents set up the school as an educational trust in its present premises. The school is a registered charity which is overseen by a board of governors.
- 1.2 The school comprises a lower and an upper school which work together to provide a continuous programme of teaching and learning. The school is exempt from the learning and development requirements of the EYFS.

What the school seeks to do

- 1.3 The school's aim is 'to bring out the brilliant in each boy', with pupils being encouraged to be smart, skilful and kind. The school aims to foster respect and a love of learning, which is promoted by tailoring learning to meet the needs of the individual. The objective is that pupils will be able to find happiness and success in all that they do and to be kind to others.

About the pupils

- 1.4 The majority of pupils live within five miles of the school and come from families with a professional or business background. Nationally standardised test data provided by the school indicates that the ability of the pupils is above average. The school has identified 51 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, all of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 20 pupils, whose needs are supported by their classroom teachers. Data used by the school identifies 39 pupils as being the most able in the school's population, and the curriculum is modified for their special talents in a range of subject areas.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; 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 full regulations 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 uses its own framework to determine attainment, instead of the national framework.
- 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 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.7 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.
- 2.8 **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

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.10 **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

- 2.11 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.
- 2.12 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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. They also include 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.

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

PART 7 – Manner in which complaints are handled

2.15 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.

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

PART 8 – Quality of leadership in and management of schools

2.17 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.

2.18 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include 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 good.
- Pupils' achievements are particularly strong in extra-curricular areas.
 - Pupils display especially positive attitudes to their learning and a willingness to work collaboratively.
 - Pupils are articulate and have strong communication skills.
 - Progress of pupils is good overall, but short-term progress is not evident in some academic lessons where activities do not fully match pupils' abilities.
 - Pupils do not consistently apply higher-order thinking skills across the curriculum.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils display kindness and make an excellent contribution to the well-being of others, both within the school and the wider community.
 - From the earliest age, pupils have an excellent sense of social cohesiveness.
 - Pupils of all ages fully embrace the school ethos and meet the high behavioural expectations.
 - Pupils are extremely respectful of the diversity within their own school community and society as a whole.

Recommendations

- 3.3 The school is advised to make the following improvements:
- Ensure that all pupils make the progress of which they are capable by providing suitable levels of challenge for all abilities in lessons.
 - Enable pupils to develop their study skills fully by providing greater opportunities for independent learning in lessons across the curriculum.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Pupils across the ability range, including those identified as more able, and those with SEND and EAL achieve well. They make good and sometimes better progress over time due to focused tracking of data on progress and subsequent support to help them learn. This is because school leaders have improved the collection and use of assessment data in response to the recommendations of the inspection in 2010. Pupils in the lower school achieve well for their ability because they are suitably challenged. In some upper-school lessons, pupils demonstrate rapid progress where data is used carefully to match lesson activities to individual needs. This is especially so for the more able pupils. The school does not take part in National Curriculum tests, but available evidence from lesson observations, scrutiny of pupils' work and the school's own assessment data show that across the school attainment in reading, spelling, and mathematics is above national age-related expectations. Children in the EYFS make good and sometimes rapid progress in relation to their starting points so that most meet and some exceed the expected levels of development for their age. They are very well prepared for the next stage of their education. Upper-school pupils are successful in gaining entry to highly selective senior schools. A number of pupils gain scholarships each year, for academic attainment and for talents such as sport and art. Almost all pupils who responded to the pre-inspection questionnaire agreed that the teachers help them learn and make progress. The parents who

responded to the questionnaire similarly show high levels of satisfaction with the progress enabled by the school.

- 3.6 Pupils demonstrate secure knowledge, understanding and skills across the curriculum. Children in the EYFS quickly develop confidence in all areas of learning, due to the highly appropriate range of activities planned to meet their needs. For example, children eagerly made and used their own shakers to investigate sound. Their knowledge and understanding across the curriculum are supported by well-equipped surroundings both indoors and outside, with sufficient cover to enable outdoor learning in all weathers. This successfully addresses the recommendation from the previous inspection in 2010. Lower-school pupils already show a good knowledge of countries studied in their topic work, asking relevant questions to further their understanding. In the upper school, pupils' knowledge and understanding was seen to develop especially well in lessons that fully engaged them and provided appropriate challenge. For example, in science, pupils demonstrated a good understanding of particle theory and application of knowledge of how heat affects the vibration of particles. In English, older pupils demonstrated an excellent understanding of linguistic features and the power of persuasive language. Inspectors observed that, in some lessons and work looked at, pupils' progress in their knowledge, understanding and skills is less evident due to the lower expectations of teaching and less effective planning relative to pupils' ability. As a result, the school is not seen to be fully meeting one of its objectives to enable each pupil to achieve their best in all areas of learning.
- 3.7 Pupils' communication skills are strong and they are particularly adept in speaking and listening. Across the school, pupils show confidence in lessons and articulate their questions and answers well. They demonstrate good writing skills. Children in the EYFS competently recognise and write the letters of the week and, in a lower-school English lesson, pupils displayed age appropriate skills whilst completing comprehension sentences. Proficiency in communication was evident when pupils in the upper school spoke very eloquently in front of the whole school when explaining the reasons of why they had been given the school's 2019 'ACE' awards for non-academic achievements.
- 3.8 Pupils' numeracy skills are well-developed. In the lower school, pupils quickly develop their skills, and demonstrate a growing understanding of concepts such as number bonds to 100. Upper-school pupils demonstrate competence and confidence in numeracy, seen in an upper-school algebra lesson where pupils used correct terminology whilst explaining how to solve equations. Across the school, pupils confidently apply their mathematical skills in other areas of the curriculum: in the EYFS, children show a growing understanding of the use of numbers in everyday life when painting their house numbers for a class display. Older pupils use their mathematical skills across subjects, for instance pupils explained how they applied their knowledge whilst looking at chronological sequences in history. Pupils' geography work showed how they competently interpreted statistics regarding earthquakes.
- 3.9 From the earliest age, pupils ably use information and communication technology (ICT) across the curriculum. This has been helped by the significant investment that leaders and governors have made in a range of technological equipment. Children in the EYFS happily use ICT in their everyday learning, demonstrating that the school has addressed a previous recommendation to improve the facilities for ICT in the EYFS classroom. Children were seen to use laptops skilfully, navigating a touch-pad mouse to decorate a picture linked to their letter of the week. Pupils confidently use ICT in a range of subjects, from using tablets for research to using a range of technology in the lunchtime ICT club. For example, lower-school pupils used tablets to access an online search engine to help support their knowledge of Africa. In the upper school, pupils continue to demonstrate competence with ICT, and use it to good effect to help them in their learning; for example, pupils with specific learning needs successfully composed descriptive passages through independent use of laptops.
- 3.10 Pupils display confidence in using a range of study skills when presented with the opportunity. This is embedded well in the lower school, where pupils are seen to use these skills in their everyday learning, for instance when lower-school pupils reflected independently on what they had noticed in their mathematical learning. Likewise, EYFS children engage in thought provoking discussions, such as when analysing a tiger's stripes before repeating them on paper. Pupils in the upper school are seen to use

analytical and hypothesising skills very well in many subjects. For instance, upper-school pupils gave well-considered and logical answers whilst discussing the possible design faults for remote control vehicles in a design technology lesson. Similarly, the oldest pupils competently analysed a persuasive speech and then discussed its effectiveness and the impact it might have had during an English lesson. Across the range of subjects observed during the inspection, upper school pupils did not always demonstrate these higher-order thinking skills.

- 3.11 Pupils fully embrace the wide range of extra-curricular activities that are provided across the age range. They are seen to flourish in their chosen activities, and their interests and abilities are developed, in line with the school's aim to 'bring out the brilliant in each boy'. Leadership and governance promote this aim very well by facilitating studies in the wider curriculum and celebrating achievement. For example, lower-school pupils' interests in music are fostered through the provision of specialist lessons in drumming, whilst older pupils proudly explained how they achieve 'ACE' awards for their skills in sport and the arts. Across the school pupils make the most of opportunities to engage in drama productions, as seen in their keenness to audition for a forthcoming show. Pupils achieve great successes in competitions, including national ones, for example in cricket, swimming and skiing. Pupils of all abilities are able to shine in activities. In a local mathematics competition, for example, the school entered a mixed-ability team. Older pupils are successful in gaining awards in a world-wide accredited learning programme that recognises their wider achievements. Leaders and governors have invested in this scheme to enrich pupils' experiences in their final two years at the school. A range of scholarships are gained by some students, reflecting how the school promotes the individual interests and strengths of each pupil. All parents who responded to the questionnaire agreed that the school provides a suitable range of extra-curricular activities.
- 3.12 Pupils adopt a positive attitude to learning and are happy to work independently and collaboratively. In their response to the pre-inspection questionnaire, almost all pupils agree that the school helps them to be confident and independent. This begins in the lower school where, for example, Reception children were seen to work very well on tasks independently and whilst engaging in group activities, such as taking turns in a sorting game. Equally, lower-school pupils showed enthusiasm and good levels of independence in their artwork whilst producing portraits. Upper-school pupils are enthusiastic in lessons and confident to ask and answer questions. They are able to collaborate well, as seen when pupils worked in pairs to experiment with the impact of filters on white light in a science lesson. Pupils are confident to work independently but happy to ask one another for help if needed. They were seen to work collaboratively to great effect in music to produce a percussion composition. In some lessons observed during the inspection pupils' independence and initiative was less apparent as opportunities for pupils to take control of their own learning were limited.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate a very well-developed level of self-understanding in relation to their academic development and their responsibility for their own behaviour. They exhibit high levels of self-confidence and self-esteem, with most pupils being able to express themselves freely. This was apparent in the many discussions held by inspectors with pupils across the age-range during the course of the inspection. Pupils show strong self-awareness and a good understanding of how to improve their own learning, helped by their individual targets. This system has been implemented by leaders to help pupils reach their full potential both pastorally and academically. Younger pupils were able to explain how these have helped them improve in areas such as grammar in English. Inspectors found that progress was most evident when targets were used and carefully tailored to meet the needs of the individual, although there were found to be some inconsistencies between classes and subjects. Pupils persevere if they find something challenging. They demonstrate a secure understanding of the need for resilience, as this is a focus of the school in lessons and assemblies.

- 3.15 Pupils are extremely confident in making decisions when given the chance to do so, both in their learning and in positions of responsibility. They have an excellent understanding of the part they play in their own success and feel assured in their decision-making abilities. Children in the EYFS make confident decisions in their learning and play. They are secure in their environment and are quick to choose activities, such as painting, craft or the role-play kitchen. Pupils feel well-supported by staff in knowing how and when to make decisions, and how to reflect on and respond to incorrect choices. For example, younger pupils explained how they try to solve problems for themselves before approaching a teacher. Decision-making skills are further developed over time, with older pupils demonstrating an excellent understanding that they are important determinants in their success at an interview. This helps to prepare them for their future lives.
- 3.16 Pupils have a well-founded spiritual awareness for their age and a well-developed appreciation of non-material aspects of life. For example, younger pupils could talk about an appreciation of what they have and understand the importance of not being greedy. Older pupils are able to show an appreciation for the fragility of life and recognise the value of things with little or no monetary value. Pupils show clear respect for different faiths and cultures, understanding that people have different values and priorities. They greatly appreciate the opportunities for taking part in mindfulness sessions, explaining how they find these calming. Pupils acquire greater acceptance and understanding of issues that puzzle or concern them during the emotional literacy support sessions that the school leadership and governance has invested in, given by trained staff. This provision helps pupils cope with a variety of feelings and life experiences, and improve their mental well-being.
- 3.17 Pupils exhibit a strong moral awareness and have an excellent understanding of right from wrong. This is seen in their understanding of the school's rewards and sanctions and in how they interact with others in their community. Responses from pupils to the inspection questionnaire bear this out, as all pupils responding agreed that the school expects them to behave well. In the EYFS, children were seen to understand already how to respect others and take turns in their activities and games. Lower-school pupils demonstrate respect for the rule of law and the need for rules and laws in wider society. For example, during discussion they were clear about the importance of laws for crimes such as burglary. Pupils accept responsibility for their own behaviour and encourage others to do the same, creating their own class charter which they sign and follow. Older pupils explained how unkindness is rare, because kindness is a key value of the school and to be 'smart, skilful and kind' is instilled in every member of the school community. Pupils fully embrace this ethos that leaders promote, with notable levels of kindness evident across everyday school life. Pupils are keen to share in others' successes and to support one another. The school's pastoral systems allow for pupils to take a growing responsibility for others and suitably support their personal development. Kindness awards are valued by pupils and staff alike as much, if not more, as awards for academic or extra-curricular activities.
- 3.18 Pupils enjoy working with others and do so to excellent effect when presented with the opportunity. Collaborative skills are especially strong in extra-curricular and pastoral activities, such as on the games field and in drama productions. In the EYFS, children happily engage in activities together, for example when making 'ice-creams' in the outdoor kitchen area. Pupils demonstrate strong problem-solving skills and work together to achieve mutual success. For instance, upper-school pupils worked together to give a clear and confident presentation in a history lesson on the Vikings. Older pupils showed a very advanced social awareness and spoke about the benefits of working collaboratively and how they resolved the very infrequent issues that arise within amongst themselves. Peer mediators are successful at encouraging pupils to sort out issues between themselves.
- 3.19 Pupils eagerly take on roles of responsibility to contribute positively to the lives of others in the school. Roles such as eco-monitors, class prefects, house captains and peer mediators provide pupils with opportunities to work with other year groups to the benefit of all. School leaders place great importance on ensuring that pupils views are listened to. The school council members are key in helping them hear these and many changes to the school have arisen from their suggestions, including the refurbishment of washrooms. Pupils contribute positively to the local community and wider

society, such as through their community work undertaken as part of a world-wide accredited learning programme that recognises their wider achievements and by singing at a local day care centre. Pupils demonstrate high levels of awareness of the needs of others and of global issues. They are increasingly taking initiative for their own charity fundraising, such as arranging their own sales of products to raise money for deserving causes. Collectively, they help raise significant money for a range of charities.

- 3.20 Pupils are fully respectful of the diversity within their own school and society as a whole. It is evident that pupils value every member of their community for who they are. Younger pupils have an excellent appreciation of their own and other cultures and explain this with ease. They enjoy receiving visitors who talk about other cultures and backgrounds, and this is supported through curriculum subjects. Older pupils show sensitivity and confidence when talking about those who are different from themselves and demonstrate respect when talking about different backgrounds and traditions.
- 3.21 From an early age, pupils demonstrate an excellent understanding of staying safe and keeping healthy. This is evident in their strong views about the need to adopt a healthy lifestyle and by embracing opportunities to be active. Pupils enjoy taking part in a variety of sports. This is encouraged by leaders who have ensured that sport plays a large part in the school curriculum. In conversation with inspectors, pupils passionately explained how they were keen for the school to enrich their diet even further by providing additional vegetables with their meals. Pupils fully engage in mindfulness sessions, developing resilience and self-esteem. This is just one of the ways that the leaders and governors help support pupils' mental health and well-being. Pupils express an acute awareness of how to keep safe in all aspects of their lives.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with 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. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Miss Jacqueline Scotney	Reporting inspector
Mrs Lois Griffiths	Compliance team inspector (Deputy head, IAPS school)
Mrs Claire Bentley	Team inspector (Deputy head, HMC and IAPS school)
Mr David Sibson	Team inspector (Headmaster, IAPS school)