



ISI Independent
Schools
Inspectorate

FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS

BOURNEMOUTH COLLEGIATE PREPARATORY SCHOOL

NOVEMBER 2017



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SCHOOL'S DETAILS

School	Bournemouth Collegiate Preparatory School			
DfE number	836/6001			
Registered charity number	1016538			
Address	Bournemouth Collegiate Preparatory School St Osmund's Road Lower Parkstone Poole Dorset BH14 9JY			
Telephone number	01202 714110			
Email address	Prep-admin@bcschool.co.uk			
Head	Ms Kay Smith			
Chair of governors	Rev Ian Terry			
Age range	2 to 11			
Number of pupils on roll	216			
	Boys	127	Girls	89
	EYFS	77	Pre-prep	62
	Prep	77		
Inspection dates	21 to 23 November 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Bournemouth Collegiate Preparatory School is a day school for pupils aged between 2 and 11 years. The school was founded in 2009 as a result of 2 independent schools amalgamating. It is the preparatory school to Bournemouth Collegiate senior school, which is located 6 miles away. Together these form Bournemouth Collegiate School and are under the overarching leadership of the headmaster, whom the head of the preparatory school works closely with.
- 1.2 The school is owned and governed by United Learning and has a local governing body which provides advice and support to the leadership of the school. Since the previous inspection, pupil numbers have grown and facilities have improved. A Nursery for 2 year olds has also been introduced.

What the school seeks to do

- 1.3 The school aims to foster a culture of success and inclusivity in a safe, happy and supportive environment. It aims to make pupils socially responsible, equipping them with the skills necessary for an ever-changing world. The school places great importance on promoting the values of resilience, courage, perseverance, integrity, trust, honesty, kindness and respect.

About the pupils

- 1.4 Pupils come from a range of backgrounds, mostly from families living within a 5-mile radius of the school. Nationally standardised data provided by the school indicate that the ability of the pupils is above average. The school has identified 11 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia, speech and language difficulties and other conditions, all of whom receive additional specialist help. Also, 1 pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 25 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 61 pupils as the more able in the school's population, and the curriculum is modified for them and for 29 other pupils due to their special talents in science, languages, sport, information and communication technology (ICT), art and drama.

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 for pupils and appropriate accommodation for their medical 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 those 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, and its results in public examinations, 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. 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>
Kindergarten	Nursery (3 to 4 years)

Key Findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils are confident communicators. They are articulate and display excellent listening skills.
 - Pupils display excellent attitudes to learning. They embrace working collaboratively as well as independently.
 - Pupils demonstrate good and sometimes excellent knowledge, skills and understanding across the curriculum.
 - Pupils exhibit good skills in ICT, but their application of these skills to other subject areas is not yet fully developed.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils know themselves well. They exude confidence and understand that challenge brings reward.
 - Pupils' behaviour is consistently of a high standard and is praiseworthy.
 - Pupils display an excellent understanding of right and wrong, and how to resolve issues. They closely adhere to the school values and help foster a harmonious community.
 - Pupils' empathy and actions to aid those less fortunate than themselves are exemplary.

Recommendations

- 3.3 The school is advised to make the following improvements:
- Ensure that the school enables all pupils to understand what they need to do to improve their work.
 - Embed ICT across the schemes of work in all curriculum areas, strengthening pupils' ability to apply ICT skills across different subjects.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils are excellent communicators. From their earliest days in school, they talk with self-confidence and conviction, taking a real pleasure in making contributions to discussions. Similar pride is demonstrated within written work, where children apply their much-practised cursive script to produce extremely well-formed pieces of text. An appetite for grammatically correct work is fostered from the youngest age. Pupils are keen to express their ideas in lessons, and eloquently explain their thoughts whilst answering questions, such as when describing their own creative writing. They are proud to read their work to peers, including performances in whole-school assemblies. High-quality written work is produced from the Early Years Foundation Stage (EYFS) upwards. The EYFS display boards reflect the progress which has been made over time. Older pupils write using higher-level vocabulary to great effect, as evidenced in a lesson where they wrote detailed descriptions of pictures that expertly captured the atmosphere that they wished to portray.
- 3.6 Pupils display excellent attitudes to learning. They take pride in their work and know that they should always give of their best if they are to meet the expectations of the school. Pupils listen carefully in lessons and all do their very best to apply teaching points made into their work. Children in the EYFS are fully engaged in their learning as teachers successfully incorporate their interests into the curriculum. The pupils collaborate well and understand the importance of making good choices within the activities that they undertake. Pupils across the whole ability and age range exude confidence in everything they do, as demonstrated in all lessons observed. The school's woodland learning programme is highly regarded by pupils. In a Year 4 outdoor day, the groups made Mayan necklaces from plant stems, and made hot chocolate on an open-wood fire as part of their chocolate topic, which was much enjoyed by all.
- 3.7 Pupils demonstrate good and sometimes excellent knowledge, understanding and skills across the curriculum in a variety of different ways. For example, pupils applied good artistic skills in their topic work, demonstrating a growing knowledge of Roman history. Likewise in the woodland learning sessions and learning outside the classroom days, pupils extend, consolidate and apply their skills in activities such as building a temple from branches and sticks found in the woods. Children in the EYFS display strong understanding across the areas of learning, applying skills such as counting and literacy in their chosen play. Children across the EYFS embrace learning in the richly resourced outdoor areas as part of their school day. For example, the youngest children use their growing physical and early mark-making skills to drive pedal cars, making their own roads by drawing chalk lines on the playground. This demonstrates that the school has successfully addressed the recommendation from the previous inspection to enable children to access the outdoor environment more frequently. Older pupils demonstrate a secure understanding of topics covered in science and English. For example, in the latter pupils were observed to produce poetry linked to the topic World War I of a particularly high standard.
- 3.8 Pupils have achieved much academic and non-academic success. They are proud of their victories in a range of sports including those in national, county and local competitions, such as for trampolining, swimming and hockey. Pupils' poetry has been published in anthologies and their creative writing has been performed on national radio. The pupils benefit from the diverse range of extra-curricular activities that develop their skills in a range of interests and pursuits such as street dance, drama and art. The vast majority of parents who responded to the questionnaire agreed that the school provides a good range of extra-curricular activities for their children to attend.

- 3.9 Pupils demonstrate secure knowledge of numeracy. Across the school, they are becoming numerically competent young people who apply the techniques they have learned effectively, such as when applying the four rules of number to fractions. Pupils can apply their mathematical skills well to other curriculum areas such as science, where pupils were observed to use their measurement skills whilst creating a colour wheel. The youngest pupils apply their knowledge of numeracy confidently and well in the activities that they choose, demonstrating that they understand how to use these in the context of everyday life and across the range of subjects. This understanding is reinforced well by staff who weave the development of numeracy skills into fun games, such as when children in the EYFS used their knowledge to solve simple subtraction problems whilst re-telling the story of *The Three Little Pigs*.
- 3.10 The school does not take part in National Curriculum tests, but the available evidence from the school's own assessment data, samples of pupils' work, leavers destinations and lesson observations shows attainment to be above national age-related expectations, with attainment of pupils of the highest abilities often commensurate with their potential. The above evidence also indicates that overall pupils make significant progress in relation to their ability. Since the previous inspection the school leaders and managers have developed their systems for measuring and evaluating levels of attainment and progress, and this further enables teachers to plan lessons that meet pupils' needs which in its turn raises attainment further. Most parents who responded to the questionnaire indicated that teaching enables their children to make good progress and develop skills for the future. Inspection evidence supports this view. In interview, pupils expressed that they are proud of the progress that they recognise they have made in school. They feel confident that they have been well prepared for the next stage of their education, and all pupils who responded to the pre-inspection questionnaire felt that the school provides them the opportunity to learn and make good progress. Overall, children's progress in the EYFS is excellent in relation to their starting points, and pupils with SEND or EAL achieve and progress in line with their peers, as demonstrated through scrutiny of pupils' work and lessons observed. The oldest pupils are particularly successful in gaining places to grammar schools, with some more able pupils receiving scholarships for these as well as for the senior part of the school.
- 3.11 Pupils' study skills are well developed. The regular 'Directed Improvement and Reflection Time' ('DIRT') enables pupils to improve their responses to activities. Pupils of all ages take ownership of their learning through the 'Chilli Challenge', where they self-select classroom activities according to the level of challenge they think is appropriate. They demonstrate motivation to move through the levels, with some pupils spoken to during the inspection explaining how they regularly choose the most challenging task. Pupils often display maturity when thinking for themselves, such as by using thesauruses independently to improve their written work. Sometimes pupils rely on teaching staff rather than using their own initiative. From an early age, children are seen to persevere and sustain interest in their learning. Pupils' ability to use higher-order skills is apparent during class discussions, such as when evaluating their learning in English. In discussion with inspectors and in their responses to the questionnaire, a few pupils stated that they do not know how well they are doing in their work. Inspection evidence supports this view. For example, books in core subjects include overviews of the learning and skills to be covered by pupils, but these are sometimes generic and do not identify the specific aspects of work or performance that require the individual's attention and priority in the immediate future.
- 3.12 Children in the EYFS use technological toys imaginatively in their play across the curriculum and are developing their ICT skills well, using the range of resources available to them both in their classroom environment as well as in the ICT room. Pre-prep and prep pupils develop their ICT skills well through discrete lessons. The recommendation from the previous inspection to increase the cross-curricular use of ICT has been partially addressed by means of cross-curricular projects within these ICT lessons. For example older pupils have produced several accomplished pieces of work using ICT, and term-long projects such as the design and operation of a theme park demonstrate good application of a range of different packages including presentation, word processing,

publishing and spreadsheet tools. In contrast, ICT is not yet fully embedded into the curriculum across the other subject lessons, with fewer opportunities for pupils to apply their skills in order to improve and enhance their learning.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' self-understanding is excellent, evidenced by their willingness to set high expectations of themselves and to participate in school initiatives such as the 'Chilli Challenge'. Children in the EYFS are confident whilst interacting in their environment, both with adults and other children. Older pupils understand how to set appropriate goals, using the school learning expectations which encourage them to challenge themselves well. They can articulate the differences between being in, as they put it, a 'comfort zone', a 'learning zone' or a 'panic zone'. All year groups take strong pride in the presentation of their work and know that hard work, diligence and attention to detail bring their own rewards. Pupils' self-confidence is demonstrated through enthusiastic participation in public speaking activities both to small groups and to wider audiences such as the whole school.
- 3.15 Pupils demonstrate an excellent moral understanding and sense of responsibility; through taking on roles of responsibility as eco-representatives, pupils explore ethical issues and help make their world a better place. Pupils treat others with respect and accept responsibility for their own behaviour, demonstrating a mature approach to resolving issues promptly should they occur. Their appreciation of the differences between right and wrong is driven by their understanding of the eight core values which underpin all school activity: honesty, respect, courage, trust, resilience, perseverance, integrity and kindness. In interview, pupils stressed that they display these traits in their behaviour, explaining that it is what being at the school is all about. This view was supported by the exemplary standards of behaviour observed throughout the inspection, in all aspects of school life. It was also reinforced by teachers, who confirmed that the mention of one or more of the values through questions such as 'Are you being honest?' or 'Are you showing integrity?' is nearly always sufficient encouragement to facilitate a pupil confessing to the errors of their ways. All parents and pupils who responded to the pre-inspection questionnaires agreed that the school actively promotes good behaviour. Older pupils take their responsibilities as role models seriously; they confidently self-police and help younger pupils meet the behavioural expectations.
- 3.16 Pupils make very valuable contributions to others within their school community through diligent and effective completion of a range of pupil responsibilities. They have great empathy for others' needs and as a result work passionately to improve the lives of others, through such endeavours as fund-raising for a group of nearby hospices or for those from the senior part of the school who need funds to participate in the Paralympics as rowers. Pupils' compassion is evident from an early age, as observed in the EYFS where Nursery children were keen to help others in their activities.
- 3.17 Pupils of all ages work harmoniously together, demonstrating great respect for others' thoughts and actions. In lessons, they work effectively in pairs and in larger groups. This is due to leaders and staff ensuring that teamwork is a strong component of much activity at the school. Pupils gain enormous enjoyment from working collaboratively and are very successful in their endeavours. Children in the EYFS work well together, as was observed when older children created a fire engine out of boxes, blocks and other materials. Older pupils engage collaboratively in academic problem-solving work, mathematics team challenges, sports teams, and cross-year-group creative activities such as the 'Making the World a Better Place' competition. Pupils strongly demonstrated that they share the common goal of a harmonious society where all are happy during an assembly where pupils from every year group shared something meaningful and significant related to recent anti-bullying work.

- 3.18 Pupils' decision making is excellent. Children in the EYFS confidently make independent choices in their play and activities. These skills are nurtured as pupils progress up the school. The various options available to pupils within every school day, and every lesson within that day, mean that they become well practised at making decisions, as is apparent when pupils choose the level of activity they wish to attempt in lesson. This was observed in an English lesson where pupils chose how many sentences they were going to write about what they would do if a story character knocked on their door. Pupils are able to justify why they have selected the options they chose. They appreciate that actions have consequences and know the importance of making good choices.
- 3.19 Pupils are extremely aware of how to stay safe and healthy. From an early age they learn how to identify and minimise risk, and are encouraged to make their own healthy choices at snack time and lunch. Pupils understand that rules help keep them safe, and have an excellent understanding of how to stay safe online. They greatly appreciate the range of foods available to them at lunch each day, and could articulate which were the healthy choices and which might be better thought of as occasional special treats. Pupils knew that their programme of physical education and games included elements such as circuit training to help improve their overall fitness levels, but also that such activities should be handled sensibly and appropriately. They also could articulate how different degrees of challenge are appropriate for different people in aspects of academic life.
- 3.20 Pupils develop an excellent understanding and appreciation of spirituality from an early age. Children in the EYFS embrace opportunities to engage in reflection, mindfulness and philosophy, demonstrating a growing awareness of non-material aspects of life. This is aided by the provision of a 'wonder board', where children can post questions which they later explore with their class. Pupils take turns to add to the excellent 'world journals' maintained by each class, which class members take turns to take home to write an entry about a piece of news that has captured their interest. Topics chosen by pupils indicate that they are well aware of issues that affect the wider world, such as the meaning of poppies for remembrance and the implications of pollution on the Suez Canal. Facilities such as the 'relaxation hut' provide pupils space for thoughtful philosophy, and pupils who were interviewed could articulate the effects of such quiet thinking time. Pupils greatly enjoy the added dimension to school life provided by lessons in the woodland environment, and fully appreciate their regular learning outside the classroom days. The religious education (RE) programme examines the major world faiths and is effective at encouraging an appreciation of the beliefs and practices of members of different groups.
- 3.21 Pupils are very mindful of the need to respect one another's differences. From an early age they are considerate and demonstrate great sensitivity and compassion towards others. They enjoy learning about others' cultures through first-hand experiences, such as when children in the EYFS bring in items that hold meaning to their traditions. Pupils' understanding and appreciation of diversity is promoted through a vibrant RE programme which examines the beliefs and practices of members of a range of different faiths. This is further extended through the thought-provoking programme of class assemblies.

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, the chair of governors and the head of independent schools at United Learning. They 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 and educational resource areas. The responses of parents 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
Mr Jonathan Brough	Compliance team inspector and team inspector (Headmaster, IAPS school)
Mr David Williams	Team inspector (Compliance officer, IAPS school, and housemaster, IAPS/HMC school)