



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Burton Hathow Preparatory School

June 2022

Contents

School's Details		3
1. Background Information		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. Regulatory Compliance Inspection		5
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		6
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
3. Recommendation with regard to material change request		8
Summary of findings		8
Recommendation		8
4. Educational Quality Inspection		9
Preface		9
Key findings		9
Recommendations		9
The quality of the pupils' academic and other achievements		10
The quality of the pupils' personal development		11
5. Inspection Evidence		14

School's Details

School	Burton Hathow Preparatory School			
DfE number	925/6004			
Address	Burton Hathow Preparatory School Saxilby Rd Burton Lincoln LN1 2BB			
Telephone number	01522 274616			
Email address	info@burtonhathow.co.uk			
Headteacher	Mrs Penny Ford			
Proprietor	Burton Hathow Preparatory School Ltd			
Age range	2 to 11			
Number of pupils on roll	124			
	EYFS	67	Juniors	57
Inspection dates	28 June to 1 July 2022			

1. Background Information

About the school

- 1.1 Burton Hathow Preparatory School is an independent co-educational day school. It was founded in 2013 and is governed by the board of directors of Burton Hathow Preparatory School Ltd, supported by a local advisory group, and owned by a small group of founding shareholders which includes the board of directors. The headteacher is a member of the board of directors and has been in post since the school opened.
- 1.2 Since the previous inspection the school has obtained an exemption from the Early Years Foundation Stage (EYFS) learning and development requirements. New teaching spaces have been created for both nursery and main school. Facilities for outdoor teaching have also been improved.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.4 The school aims to give children an outstanding preparation for life, through offering a happy, fun and stimulating all-round education. It endeavours to extend learning beyond the classroom to develop each child's emotional well-being and social skills, whilst providing a broad and specialist educational experience. The objective is that high academic standards combined with real-life skills will ensure that pupils are fully prepared for the next step in their education and for life itself.

About the pupils

- 1.5 Pupils come from a wide range of backgrounds and attend from all over Lincolnshire. The school's own assessment indicates that the ability of pupils is broadly average. The school has identified 15 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and auditory processing, all of whom receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for three pupils, whose needs are supported by their classroom teachers. Data used by the school have identified a number of pupils as being the most able in the school's population, and the curriculum is modified for them and for other pupils because of their special talents in music, drama, sport, art and academia.

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. In addition, the standards relating to teaching, supervision and premises and accommodation are also included. 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. Recommendation with regard to material change request

Summary of findings

- 3.1 Since the previous change in registered numbers in 2013, there has been an addition of new teaching spaces for both nursery and main school and improved facilities for outdoor teaching.
- 3.2 The safeguarding team and number of first aiders are sufficient to cope with the needs of 148 pupils. Safer recruitment processes are robust, and their importance is fully understood by the leadership team.
- 3.3 The school organises teaching suitably; with learning spaces, the curriculum and staffing suitable to meet requirements. Leaders are aware of the need to increase resources should there be a need to when numbers grow. The school is currently well-resourced. This makes it likely that standards of teaching will continue to be met once pupil numbers increase.
- 3.4 Supervision and arrangements for mealtimes are suitable and the school has the capacity to cope with the increase in numbers. The headteacher confirmed that staffing would be increased if or when required. School leaders demonstrate an awareness of the need to maintain suitable ratios. This makes it likely that standards relating to supervision will continue to be met once pupil numbers increase.
- 3.5 Health and safety arrangements are robust as are those for fire safety. No concerns were identified in regard to the proposed increase of numbers. It is likely that standards of health and safety and fire safety will continue to be met when pupil numbers increase.
- 3.6 Due regard is paid to risk assessment and the school has demonstrated how they assess the risks for any changes as they arise, such as for individual children's medical needs. The standards relating to risk assessment are likely to continue to be met once pupil numbers increase.
- 3.7 Plans to increase the numbers of pupils involve increasing the size of existing year group classes. Numbers in some year groups are currently low, with ample room for the proposed increase in numbers. The school has no desire to move to two form entry and the increase in numbers would not require any further accommodation. Classrooms are large enough to cope with the suggested increase in pupils. There are ample toilets and washing facilities. Likewise medical accommodation, acoustics and lighting are suitable to meet an increase in numbers and there is ample outdoor space on the playground, field, and woodland area. The premises are well-maintained, with no issues identified during the compliance inspection. The standards relating to premises and accommodation are likely to continue to be met once pupil numbers increase.
- 3.8 Leaders are clear about the need to maintain suitable numbers of pupils per class and are mindful of the room sizes. Class sizes are intended to grow to between 16 and 18 pupils. One of the new teaching spaces has capacity to seat 22 pupils. Most other rooms are considered suitably sized to accommodate 18 pupils. Where rooms are slightly smaller, the school has explained that the maximum would be restricted to 16. This is considered to be appropriate for the size of the accommodation. Current EYFS places are at the maximum for the space requirements and there is no intention to increase numbers in this section of the school. The standards related to leadership and management are likely to continue to be met once the proposed material change takes place.

Recommendation

- 3.9 It is recommended that the school's proposal to increase school capacity to 148 be approved.

4. 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>
Caterpillars	Nursery
Butterflies	Nursery

Key findings

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

- Pupils' attitudes to learning are exemplary.
- Pupils' communication skills are especially well developed, and they are highly articulate.
- Across the school, pupils are seen to make excellent progress from their varied starting points.
- Pupils acquire strong knowledge, understanding and skills across the areas of learning.

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

- Pupils are confident, determined to succeed and are aware of the steps they need to take in order to improve their own learning.
- Pupils of all ages are socially aware and interact positively with one another.
- Pupils' moral understanding is excellent, and they demonstrate a clear understanding that they are responsible for their own behaviour.
- Pupils work extremely well together and show a keen desire to contribute positively to the lives of others.

Recommendations

4.3 The school should make the following improvement.

- Strengthen pupils' ability to improve their work by developing greater consistency in written feedback.

The quality of the pupils' academic and other achievements

- 4.4 The quality of the pupils' academic and other achievements is excellent.
- 4.5 Pupils' attitudes towards their learning are excellent and reflect a culture of achievement and learning across the curriculum and co-curricular activities. They demonstrate high levels of independence and are not afraid to have a go at new experiences, such as by joining the recent residential trip to Spain. Staff plan learning carefully, encouraging pupils to think for themselves and give them time to work out problems and as a result from the very youngest upwards, pupils take the initiative when shaping their own learning and play. For example, Nursery children enthusiastically chose to make their visitor a cup of tea in the role play kitchen. Older pupils were excited to show how they had used the 'imagination station' junk resources to create a rocket in which they flew to a different planet. Pupils identified as having SEND are seen to be developing independence due to carefully targeted support and encouragement. This successfully fulfils a recommendation made in the previous full inspection.
- 4.6 Across the school pupils are highly articulate. They express themselves confidently during discussion and whilst speaking in front of an audience. For example, the youngest children engaged in animated conversations with inspectors about their toys and play, and pupils in Year 5 eloquently delivered their assembly presentation on online safety. Pupils develop fluency in reading and writing, helped by the systematic teaching that starts in the Nursery. Work viewed during the inspection demonstrated how older pupils read well for comprehension and inference and write with clarity. Children in the EYFS demonstrate a growing knowledge of letter sounds and words, as evidenced by Nursery children beginning to write their names on cards during registration and Reception children being able to write their own sentences and read them aloud to the group. Pupils listen to instructions carefully as well as to one another's ideas as was seen in Years 1 and 2 when the group worked together to choose the best adjectives to describe the 'galaxy slime' that they had taken great delight in making.
- 4.7 Pupils make excellent progress in relation to their starting points, which are varied on entry. Overall attainment is in line with national age-related norms, and some pupils' attainment is above average. Most children in the EYFS are seen to achieve good levels of development. The school's self-evaluation now has a clear focus on improving the outcomes for pupils, addressing the recommendations made in the previous full inspection. Leaders have a clear aim to add value to pupils' learning, and this is embraced by all teaching staff. As a result, pupils across the age and ability range make considerable progress during their time at the school, including those who have been identified as having SEND and EAL. This was confirmed in discussion when Year 6 pupils explained how every teacher helped them to learn. Pupils leave the school as well-rounded individuals. They are well prepared for the next stage of their education, with 11+ yearly pass rates usually high. Most gain places at their first-choice schools and those that apply for scholarships are regularly successful.
- 4.8 Pupils develop secure knowledge across the areas of learning due to the carefully planned curriculum that is designed to make learning fun and spark pupils' interest. This is a successful fulfilment of the school's aim, and was apparent in the EYFS, when Reception children delighted in successfully flying their aeroplane models and parachutes linked to their transport project. Older pupils recount their learning succinctly, for instance when Year 2 pupils talked about their recent topic on the African-American mathematician Katherine Johnson, the challenges she faced as a black young person and how she overcame them. Pupils are highly competent in the creative arts, as seen during a Year 4 outdoor music lesson, where pupils successfully copied clapping rhythms and collaborated to create an impromptu performance on a range of gamelan instruments. Across the school pupils embrace the Spanish language and are confident linguists by the time they reach Year 6, as evidenced in project work seen during the inspection. In science and technology pupils display a strong understanding of concepts, applying their skills well as was seen in many examples of practical learning such as the creation of working circuit boards and measuring sound waves on paper. In their responses to the pre-inspection questionnaire all pupils agreed that their skills and knowledge improved in most lessons. Pupils respond well to the range of feedback they are given on their work that includes verbal, self-marking, peer marking and written comments. They understand how this feedback helps them

improve. Inspectors noted that comments in books seen during the inspection varied in quality. Where written feedback was sufficiently detailed there was clear improvement evident in subsequent pieces of work.

- 4.9 Pupils' numeracy skills are highly developed. They have a most positive attitude to mathematics and numeracy and apply mathematics well in other subject areas. For example, Year 5 effectively used a bar model to deduce the price of an item. Pupils develop high levels of confidence in mathematics from an early age, aided by staff who seize opportunities to reinforce their understanding in meaningful ways. For instance, Nursery children confidently joined in counting to 18 during registration and were eager to jump 18 times to reinforce their understanding of this number. Pupils explain proudly how they have made progress with their mathematical skills and competently use them in meaningful ways, such as when Year 6 pupils ran the breaktime lollipop sale to raise money for the parent- teacher association.
- 4.10 From the EYFS up, pupils' study skills are well developed. They are seen to investigate confidently, research, hypothesise, and analyse both indoors and out. Older pupils' work showed how they are confidently able to refer to written and verbal sources and draw high level conclusions in subjects such as history and English. Pupils in Year 3 showed strong evidence of analysis of their work and how to improve it. The youngest children are encouraged to think for themselves, such as when hypothesising how to make water travel through drainpipes in the water area.
- 4.11 Pupils excel across a wide range of disciplines and activities. Their achievements in extra-curricular activities are excellent relative to the size of the school, with many successes in music and drama festivals and competitions. A wide range of extra-curricular activities are well supported, with a high take up across all age groups. Music is an integral part of school life, with all children in Years 4 to 6 involved in the choirs and orchestra. Artists have been successful in local, regional, and national competitions. Pupils participate in many sporting competitions, including in hockey and cricket where they have had regional and national success.
- 4.12 Pupils use technology competently and have well-developed skills in this area. ICT is woven throughout the curriculum as seen in planning, display, coding, and application. Its use clearly enriches pupils' learning. For example, Year 6 pupils' understanding of the loss of lives caused by World War II was reinforced through watching a dance video on the interactive whiteboard. The youngest children have access to programmable toys and cameras and Year 5 pupils were seen to record role play interviews on tablets ably.

The quality of the pupils' personal development

- 4.13 The quality of the pupils' personal development is excellent.
- 4.14 Across the age range pupils show high levels of confidence and self-awareness. Children in the EYFS settle quickly and happily engage in activities both indoors and out. Pupils demonstrate that they are determined to succeed and are appreciative of the support provided by teachers to help them develop their self-understanding and life skills. Older pupils spoken to feel well prepared for the next stage of their lives and recognise the importance of how the school has taught them so much more than just being successful in tests. Pupils are resilient and understand that whilst they might not always get things right the first time, they will learn from mistakes. They are seen to be honest in their evaluations, for example when Year 3 pupils graded their own understanding of habitats and food chains whilst marking a science test. In lessons observed pupils were seen to reflect on their learning and were not afraid to ask questions to clarify their understanding.
- 4.15 Pupils exhibit strong social awareness, in line with the aims of the school. The school's family ethos is fully embedded, as seen in how pupils of all ages care for one another. Collaboration is excellent with a high level of cooperative learning. For example, Nursery children were quick to help their friends make a house, advising that it needed 'cement' to make it strong. Pupils are excellent team players.

Younger pupils worked extremely well with others to invite a chosen animal to tea whilst those older explained how they worked together effectively during a period of remote learning on a gardening design project. Out of lessons, pupils are united in their desire to make their world a better place. The Eco Committee has members across years 3 to 6 and these pupils work together on projects such as litter picking and recycling. Likewise, school council members play a key part in shaping school improvement by raising money and improving the experiences of pupils such as by purchasing additional games to use at break time.

- 4.16 The school rule “treat others as you wish to be treated” is embraced by pupils and consequently behaviour towards one another was seen to be of a high standard. From the EYFS upwards they are extremely polite, using their good manners freely when speaking to adults and one another. Pupils have an excellent understanding of the school’s expectations because leaders ensured that pupils helped create them. They are aware of the difference between right and wrong and the consequences of actions. The positive approach to behaviour is seen to be highly effective, with pupils eager to earn raffle tickets for good behaviour and work which enter them into a weekly draw. Likewise, they are extremely proud of earning commendations. The recent pandemic has meant that pupils have missed out on some key learning regarding social situations. Those most affected are keen to explain the difficulties that they have faced and how the staff are helping them to resolve them.
- 4.17 Pupils are seen to contribute greatly to the lives of others. This is helped by the fact that the Year 3 to Year 6 tutor groups include pupils from different years and there is a clear desire to look after those who are younger. Arrangements, such as when Year 6 pupils act as buddies to Reception children at lunch time and when Year 5 pupils read with those in Year 1, further cement relationships across the age range. Year 6 prefects are proud of their roles and take their responsibilities extremely seriously. Pupils contribute to the lives of others in the wider world through fund-raising events and through a successful initiative, instigated by the advisory body, where the school has partnered with a school in Uganda. Pupils are developing an understanding of the challenges faced by their counterparts in the partner school and have raised money for a goat project. Pupils are intrinsically caring towards one another. They display random acts of kindness, as was apparent when one pupil took it upon themselves to offer one of their sports day medals to another who could not take part.
- 4.18 Pupils demonstrate high levels of respect for different cultures and backgrounds. They fully appreciate that everyone is different, and that respect should be paid to everyone equally. Pupils are extremely proud of their own backgrounds, with many taking the time to share their experiences with others to help them understand a little more about their culture. Pupils display high levels of empathy for those who are less fortunate than themselves and fully embrace charity work. This includes helping those suffering due to recent conflicts, for example pupils carefully considered what items residents from Ukraine may require, rather than simply donating money. As a sign of respect and solidarity they planted cornflowers and sunflowers in the school grounds on a special Ukrainian day. In their response to the pre-inspection questionnaire, all parents agreed that the school actively promotes the values of respect and tolerance.
- 4.19 Pupils’ decision-making abilities are excellent. Both in and out of lessons they are seen to think carefully about choices, understanding the impact that these may have on, not only their own success and well-being, but also on that of others. Children in the EYFS were observed choosing activities confidently, clearly knowing what they wanted to play, such as when pumping water out of containers and throwing balls. Older pupils explained how they value the mechanism of voting during class activities and for constitutional matters such as when deciding upon school council representatives. Pupils strongly felt in subjects such as art they could exercise choice and be creative; this was evidenced in the work seen.
- 4.20 Pupils have a well-developed spiritual awareness, aided by their environment which provides excellent opportunities for reflection and an appreciation of the non-material aspects of life. Outdoor learning is a key area of focus and pupils across the age range are seen to fully appreciate the wonders of nature. Children in the EYFS are seen to enjoy learning in the natural outdoor setting and pupils make

full use of the woodland area during an after-school club. Older pupils commented how lucky they felt to be able to learn in a beautiful environment. Pupils exhibit a genuine appreciation of art and culture, seen through their engagement in lessons and involvement in performances such as Macbeth. Pupils understand the place of religion in the world and are able to discuss their beliefs and viewpoints maturely.

- 4.21 Pupils display a strong understanding of how to stay safe, including in the physical environment where they are provided with the freedom to take measured risks when using equipment outside. Pupils are clear in what they need to do to stay healthy, both physically and mentally. They are seen to make healthy choices at snack and mealtimes. For example, Nursery children are keen to eat a range of fruit at snack time and understand the need to eat for energy to help prepare them for their sports day. Older pupils know who to talk to if they have a worry or concern regarding their mental health. Online safety is fully understood, with upper school pupils demonstrating during assembly an excellent awareness of what they should do when faced with online threats. All pupils who responded to the pre-inspection questionnaire agreed that they understand how to stay safe online. Across the age range, pupils were seen to enjoy the benefits of active play and sporting activities, this was especially apparent in the enthusiastic approach taken to participating in the annual sports days that took place during the inspection period.

5. Inspection Evidence

- 5.1 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 the board and chair of the advisory body, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Miss Jacqueline Scotney	Reporting inspector
Mr Stephen Challoner	Compliance team inspector (Former director of staffing, HMC school)
Mr Joe McKinney	Team inspector (Headmaster, IAPS and ISA school)