



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Maple Walk School

March 2020



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School's Details

School	Maple Walk School			
DfE number	304/6113			
Address	Maple Walk School 62a Crownhill Road London NW10 4EB			
Telephone number	020 8963 3890			
Email address	admin@maplewalkschool.co.uk			
Headteacher	Mrs Sarah Gillam			
Proprietor	The New Model School Company			
Age range	4 to 11			
Number of pupils on roll	190			
	EYFS	36	Juniors	154
Inspection dates	11 to 13 March 2020			

1. Background Information

About the school

- 1.1 Maple Walk School is an independent co-educational school for pupils aged from 4 to 11. Founded in 2004, the school is owned by The New Model School Company Limited and managed by the directors of the company, supported by an advisory board. The school commenced with two pupils in a church hall and then in 2009 moved into purpose-built accommodation in Harlesden. The school is organised into two sections, the lower school for pupils in Reception, Years 1 and 2, and the upper school for pupils in Years 3 to 6. Since the previous inspection the school has invested significantly in its technological provision.

What the school seeks to do

- 1.2 The school aims to provide a first-class traditional education. With a focus on developing a positive attitude to learning, the school strives to nurture confident and articulate pupils who leave the school with the knowledge that they have achieved their academic and personal potential.

About the pupils

- 1.3 Pupils mostly come from professional families, living within a three-mile radius of the school. A range of ethnic backgrounds is represented within the pupil body. Data provided by the school indicate the ability of pupils is above average compared to those taking the same tests nationally. The school has identified 11 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, ten of whom receive extra support. One pupil has an education, health and care (EHC) plan. Fourteen pupils have English as an additional language (EAL), one of whom requires additional support. Data used by the school has identified a number of pupils in the school's population as being more able and several who show significant talent in sport, drama or music. The curriculum is modified to meet their needs.

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.

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. 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.

2.14 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 excellent.
- Pupils are highly skilled in literacy; they are noticeably articulate and they read with eloquence and understanding.
 - The achievement of pupils with SEND is excellent because they are identified quickly and receive high quality support.
 - Pupils demonstrate maturity and a wealth of knowledge across the curriculum.
 - Pupils' exemplary attitudes to their learning are supported by excellent teaching which enables them to become highly effective learners.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils' behaviour in lessons and in social situations is excellent and shows their complete engagement with the Maple Walk code of conduct.
 - Pupils treat each other with considerable kindness and respect and the quality of relationships between pupils and adults is excellent.
 - Pupils display high levels of self-esteem, self-confidence and resilience.
 - Pupils are socially aware and so are able to work extremely effectively with others. They collaborate freely across the age groups showing good negotiation skills.

Recommendation

- 3.3 In the context of the excellent outcomes the school might wish to consider:
- Increasing the opportunities for pupils to reflect on their own spirituality.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 The pupils develop excellent communication skills. In the Early Years Foundation Stage (EYFS) children demonstrate strong phonic knowledge and by the end of their Reception year many are reading simple stories and writing in short sentences. Pupils progress rapidly with their reading, supported well by their individualised reading scheme. They are noticeably articulate and apply their speaking skills confidently when performing to an audience, as was evidenced in drama as the older pupils presented group interpretations of a scene from their class reading book, *Journey to the River Sea*. Older pupils use sophisticated language to express their ideas. They read with eloquence and understanding, and they use language competently. They develop excellent writing skills and they are able to include their descriptive vocabulary in a range of genres. A critique of a *Seamus Heaney* poem by one of the oldest pupils showed an understanding well beyond his years. Pupils benefit considerably from highly effective marking; it is constructive, with next steps and misconceptions clearly identified. Key spellings are corrected and neat presentation and handwriting is commended. Pupils listen attentively to the views of others. In the EYFS the children listened with excitement to the story of *The Great Pet Sale* which was linked to the morning's maths activity. The children joined in enthusiastically answering questions readily and with confidence.
- 3.6 Throughout the school pupils achieve a high standard in mathematics. By the end of EYFS most children can order numbers up to 100 and can recognise three-dimensional shapes such as a sphere, cone and cuboid. As they move up the school pupils of all abilities show excellent competency in mathematics as a result of the very high expectations set by teachers. They enjoy mathematics because lessons are characterised by lively pace, high level questioning and excellent challenge. Pupils

master a wide range of mathematical concepts; their calculations are neatly laid out and accurate, and involve both numerical and graphical representation. Pupils are able to apply their strong skills in mathematics across the curriculum. For example, as they create graphs in science, and measure and weigh to prepare healthy snack bars in design technology (DT). In discussions pupils spoke with assurance about the many exciting opportunities they are given to take part in mathematics competitions outside school where their reasoning skills are effectively challenged.

- 3.7 Pupils demonstrate their successful fulfilment of the schools aims through their strong habits of effective learning which are actively encouraged by the leadership. Their excellent levels of attainment of knowledge, skills and understanding, across the key areas of learning, as indicated by the evidence from lesson observations, interviews with pupils and scrutiny of their work, together with standardised measures of progress in mathematics and English, show that pupils make rapid progress over time. The school's robust and consistent use of tracking data to monitor levels of progress and its use of this monitoring to implement effective and highly personalised interventions ensure excellent outcomes for pupils. Their high levels of achievement can be attributed to the significant impact of the newly formed senior management team who regularly observe and mentor staff in order to ensure that the needs of all pupils are met. Across the school, the achievement of pupils with SEND is excellent and at least in line with their peers because they are identified quickly and receive high quality support. Pupils with EAL make similarly rapid progress. The support that these two groups of pupils receive is well integrated into the pastoral and support systems so that individual needs are understood. More able pupils achieve their potential through consistent challenge which all teachers provide in lessons and in dedicated early morning sessions.
- 3.8 Pupils are skilled in using and applying information and communication technology (ICT). They have been supported in developing these skills as a result of the proprietors' continued investment in technology which has provided pupils with substantial access to computing resources. Pupils use tablet computers effectively to develop skills in handling data; number work; presentation software; coding; emailing and research. Throughout the school strong skills are developed in discrete lessons which are then integrated into the curriculum, such as in geography for completing quizzes on settlements, in mathematics for mental challenges and in the EYFS for money games. Excellent use of coding and programming was observed in an extra-curricular robotics club where pupils of all ages were learning how to make a vehicle move. A pupil ICT mentor in the older years explained to inspectors how he teaches others in the school to use green screening to make films.
- 3.9 Strong skills and understanding in the core subjects are established in the EYFS and as pupils progress through the school they demonstrate outstanding maturity and a wealth of knowledge across the curriculum. This is supported by focused curriculum days such as French; maths; science; geography and art. Pupils' understanding is enabled by extremely competent teachers who plan a range of stimulating activities. From an early age, pupils listen most attentively in class and use their developing skills to investigate, solve problems and think creatively both indoors and outdoors. Pupils in upper school show secure knowledge in science of how electrical circuits function and what will happen if more cells are added. Younger pupils understand that you have to tighten the skin of a drum to increase pitch. Pupils' high-level skills are further developed through extra-curricular activities. For example, in gymnastics younger pupils demonstrated accurate technique when dismounting from a box; older pupils composed high-quality melodies in music; and a mixed age group of pupils were observed in skateboarding club refining their moves and tricks.
- 3.10 Pupils enjoy a high level of success in a wide range of extra-curricular activities with both groups and individuals achieving well in various sports offered by the school. Pupils have competed successfully at county sporting competitions in cross country, football, netball and taekwondo. Pupils' excellent achievement in music, drama and dance is a result of the support provided by the school, as confirmed by many successes in external competitions. Pupils' musical skills are developed further through choirs, including a community choir which parents also attend, and the popular Friday Night Club where pupils, supported by parents and staff, meet together to make music which they perform in

assemblies and at concerts. Pupils' achievement in art is also of a very high standard with their artwork often being displayed in the schools' exhibition at the National Gallery. Pupils speak highly of their achievement in DT and younger pupils showed considerable understanding of the pneumatic system they must construct, in order to make their monster move. The school also celebrated recent success in the *Young Imagineers* competition run by the Science Museum with the design of a solar-charged backpack. Such successes are facilitated by the school's commitment to offering a wide ranging extra-curricular programme which is a significant element of the pupils' educational experience.

- 3.11 Pupils have excellent study skills and apply information from a wide range of sources most effectively. An independent study on the middle ages by a younger pupil evidenced developing study skills and an ability to draw upon a range of resources. Pupils are effective learners with high levels of confidence and self-discipline. This is because they are encouraged by the leadership to develop analytical and critical thinking skills, and to hypothesise and synthesise. This was evident in a history lesson as pupils questioned why the battle of Quebec was an important event in the growth of the British Empire. Their notable knowledge was as a result of independent research that they had previously completed at home. Across the curriculum and in all year groups, pupils' self-reflection on their work enables them to develop their learning further after initial teacher feedback. In their questionnaire a vast majority of pupils reported that teachers help them to learn and to make progress.
- 3.12 Pupils' exemplary attitudes to their learning are supported by excellent teaching which enables them to become highly effective learners. Pupils' highly beneficial 'can do' approach is nurtured through a whole school initiative to encourage challenge and resilience through growth mindset workshops. Pupils are very productive in individual, group and whole class activities. They report that collaboration is a part of every lesson whether working with a partner or in larger groups. Pupils of all ages are engaged and enthusiastic during lessons; they settle down to studies quickly and work independently with diligence. They are used to taking ownership of their work. Older pupils are adept at accessing a wide range of sources, especially through the internet and they can synthesise these to produce sophisticated pieces of independent research. Pupils leaving at the end of Year 6 are highly successful in gaining a place at the school of their choice, meeting the school's aim to fully achieve their academic and personal potential.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils display an extremely well-developed moral understanding and sense of right and wrong, and they understand systems of rules and laws. This is because the ethos of the school embraces and positively promotes fundamental British values, standards and rules, which in turn translate into the pupils' understanding of respect. Pupils' behaviour in lessons and in social situations is exemplary. They engage positively with the Maple Walk code of conduct instilled by leaders and managers throughout the school. Pupils treat each other with considerable kindness and respect, and the quality of relationships between pupils and adults is excellent. In discussions, pupils praised the school's approach to encouraging them to reflect on their behaviour rather than simply applying sanctions. In the questionnaires an overwhelming majority of parents and pupils reported that the school actively promotes good behaviour. Pupils demonstrate kindness and responsibility towards one another, as was evidenced by the caring way older pupils advised their peers of the broken glass which lay ahead of them on their walk to the local park.
- 3.15 Pupils show excellent self-confidence and self-esteem. They enjoy coming to school each day, inspired by the wealth of opportunities which the curriculum offers. Pupils are mature for their ages and have well-developed personalities and an infectious sense of fun. Throughout the school pupils take responsibility for their actions and as they grow older, they become increasingly aware that the decisions they make are important determinants of their own success and well-being. Pupils' excellent personal development is further developed through a whole school emphasis on how to face

challenges and how to recognise their own and one another's strengths. Pupils show high levels of resilience and are not afraid to admit mistakes because they are encouraged and praised when using initiative. They know their next steps through personal and educational targets agreed with their teachers. As a result, they understand how to improve their learning and performance, so that they are well prepared for the next stage of their lives. In discussions, pupils were keen to praise their teachers for encouraging them to persevere even when tasks prove difficult, and they have the confidence to talk if there is an issue. These excellent personal development skills are further promoted through an exciting and challenging programme of residential visits which include a wide range of outdoor pursuits.

- 3.16 Pupils' strong appreciation and deepening understanding of cultural traditions different to their own is gained as a result of their work in personal, social and health education, religious studies lessons and through the cultural events held at the school. This understanding is furthered by parents and other visitors sharing experiences in assemblies. Recent visitors have included a rabbi, a local vicar and parent speakers, who represent a range of different religions and cultures. In interviews pupils enthused about what they learnt through their Black History day, and through their in-depth study of the holocaust. Their good knowledge is furthered by visits to a Hindu temple and a Jewish museum. In the questionnaires an overwhelming majority of both pupils and parents were supportive of the school's promotion of the values of respect and tolerance of those with different faiths and beliefs. Pupils celebrate a range of festivals including Diwali, Chinese New Year, Hanukkah and Purim. Younger pupils were observed studying Holi and their knowledge of the customs was excellent, with pupils confidently explaining the symbolism of fire within the Hindu religion.
- 3.17 In the EYFS children happily make decisions. They know how to make sensible choices such as putting on their coats at playtime and they take great delight in choosing their indoor or outdoor activities. The school council plays a considerable part in making decisions, and representatives from Year 1 and above consider requests from their peers and, if agreed, they seek funding from the school. For example, pupils have benefited considerably from the council's decision to introduce the excellent 'playground pals' initiative which ensures no-one is left out and sad at breaktimes. Pupils report that their whole day is one of making decisions as their teachers always offer choice in lessons. They can choose which challenge to do in maths, which experiment and method to use in science or DT and which extra-curricular activity to join. Pupils plan how to manage homework and to be efficient with time keeping. Older pupils make the decision to spend time reflecting on marking and next steps as they appreciate that this is essential to their continued success. Such initiatives are strongly supported by leadership and management who ensure that planning always incorporates a variety of activities.
- 3.18 Pupils develop good spiritual awareness through the opportunities they are given to appreciate the world around them. The caring nature of the school is promoted consistently throughout all aspects of school life and in particular by the excellent role models of the staff. Assemblies offer time for thinking and often include song and prayer. Time for quiet reflection is provided within the week when pupils can be calm and listen to classical music. Reception children enjoy music and poetry, and pupils in Year 4 have been embracing the African way of life, Ubuntu, and exploring ideas of kindness, forgiveness and tolerance. The oldest pupils show less confidence in their understanding of their own spirituality and the non-material aspects of life.
- 3.19 Pupils are socially aware and so are able to work extremely effectively with others solving problems and working towards common goals. They collaborate freely across the age groups as was evidenced in house meetings where the care shown by the older pupils for those in the EYFS was outstanding. Older pupils gain responsibility through mentoring pupils who have just joined the upper school, through reading with children in the EYFS and by assisting with lower school music afternoons, where pupils join together in music making on drums and steel pans. Pupils benefit from further teamworking opportunities such as carrying out litter picks in the school and in the local community, creating metal sculptures for the playground and film making. Currently older pupils are working in small groups to conduct market research on what type of protein bars are most popular, with the intention of making

these in their future DT lessons. In all group work observed by inspectors, pupils listened to each other and demonstrated good skills of negotiation and compromise, articulating their opinions with confidence and balanced reasoning.

- 3.20 Pupils benefit greatly from many healthy living experiences where they focus on health and exercise. In discussions all pupils showed an excellent understanding of the importance of a healthy lifestyle through balanced diets and appropriate exercise, which they attributed to the many opportunities they have for break time exercise and the regular PE programme. They know how to make healthy food choices ensuring that their packed lunches follow school guidelines. Support for good mental health is offered through the school's pastoral systems. Pupils have a strong understanding of good hygiene and numerous examples of pupils following stringent washing of hands were observed. Junior *travel ambassadors* from the upper school ensure that the school is a safe and healthy environment. They organise a walk to school week and organise a bikers' breakfast to encourage pupils to cycle to school. Pupils fully understand about online safety and can intelligently discuss the dangers of social media.
- 3.21 Pupils develop excellent understanding of society through the many links the school has with the local community. These include a strong association with the local church, library, sports centre, convent and park. EYFS children enjoy visits from members of the police force and the fire department. Older pupils enjoy entertaining the residents of a local retirement home by singing Christmas carols and songs from their productions. Pupils have recently been working closely with the local authority to create a travel plan which will improve the environment. Pupils develop a strong awareness of those less fortunate than themselves by willingly raising funds through a variety of self-initiated activities for local charitable causes including care homes, food banks and homeless shelters. The oldest pupils develop their organisational skills as they embark on a fund-raising afternoon in the summer for a charity of their choice, an event which is much enjoyed by the whole school community.

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 the equivalent to the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings and an assembly. Inspectors visited the facilities for the youngest pupils, together with the learning support room. 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

Mrs Bridget Windley	Reporting inspector
Mr Stephen Holliday	Compliance team inspector (Bursar, HMC school)
Mrs Dionne Seagrove	Team inspector (Headteacher, ISA school)