

Focused Compliance and Educational Quality Inspection Reports

The Schools at Somerhill

November 2019



Contents

Contents	2
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. Educational Quality Inspection	8
Preface	8
Key findings	9
Recommendation	9
The quality of the pupils' academic and other achievements	9
The quality of the pupils' personal development	11
4. Inspection Evidence	14

School's Details

School	The Schools at Somerhill			
DfE number	886/6021			
Registered charity number	1002212			
Address	The Schools at Somerhill Tudeley Road Tonbridge Kent TN11 0NJ			
Telephone number	01732 352124			
Email address	office@somerhill.org			
Principal	Mr Duncan Sinclair			
Chair of governors	Mrs Diane Huntingford			
Age range	2 to 13			
Number of pupils on roll	558			
	EYFS	83	Years 1 and 2	105
	Years 3 to 6	305	Years 7 and 8	65
Inspection dates	19 to 21 November 2019			

1. Background Information

About the school

- 1.1 The Schools at Somerhill is located near Tonbridge in Kent. Somerhill pre-prep is co-educational and educates pupils aged three to seven, including those in the Early Years Foundation Stage (EYFS). Male pupils then transfer to Yardley Court which educates them up to the age of thirteen. Female pupils transfer to Derwent Lodge where they attend up to the age of eleven. The schools originated at different times, but came together in 1993 at Somerhill, an historic building set in 150 acres of grounds. Each school section has a separate head, but the headmaster of Yardley Court is also the principal of the whole school. The schools are part of a charitable trust, overseen by one board of governors. Changes since the previous full inspection include a new music school, the refurbishment of the teaching environment, including the development of two engineering laboratories and an information and communication technology (ICT) hub, and improved outdoor facilities including new outdoor all-weather play areas and classroom.

What the school seeks to do

- 1.2 The school seeks to help pupils to achieve the greatest all-round development and success of which they are capable in a caring and happy community. This includes promoting their academic, personal, spiritual, social, and moral growth. They aim to give each child self-esteem, resilience and a determination to make their lives as fulfilling as possible and to encourage pupils to work hard and take pride in their achievement whilst showing concern for others and the environment.

About the pupils

- 1.3 Pupils come mainly from business and professional families in the local area and London. Nationally standardised tests indicate the ability profile of the school is above average. The school has identified 33 pupils as having special educational needs and/or disabilities (SEND), most with dyslexia, ADHD, dyspraxia and speech and language difficulties. All receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 12 pupils. More able pupils are identified according to recorded data, teacher feedback, identified interests and talents and the curriculum is adapted 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. 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

- 2.1 The school uses its own framework to determine attainment, instead of the national framework.
- 2.2 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.
- 2.3 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.6 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.
- 2.7 **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

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

- 2.10 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.
- 2.11 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

2.12 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.

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

PART 7 – Manner in which complaints are handled

2.14 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.

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

PART 8 – Quality of leadership in and management of schools

2.16 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.

2.17 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 throughout the school achieve highly in a wide range of academic study and extra-curricular activity.
- Pupils make excellent progress from their starting points during their time in school including pupils with SEND.
- Pupils demonstrate particular strengths in all forms of communication and in numeracy.
- Pupils have excellent attitudes to learning.

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

- Pupils achieve an excellent all round development in line with the school's aims.
- Pupils are happy and confident young people in response to a caring and fully supportive environment.
- Pupils accept responsibility, exhibit high moral standards, and face up to the challenges presented to them with resilience.
- Pupils show excellent social skills and act collaboratively with great success.

Recommendation

3.3 The school is advised to make the following improvements:

- Enrich prep school pupils' learning by ensuring that teaching takes greater advantage of the outdoor environment of the school grounds.

The quality of the pupils' academic and other achievements

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

3.5 In accordance with the school's aim pupils demonstrate excellent all-round achievement both academically and through their success in a wide range of extra-curricular activity. They strive to do their best knowing that they are supported and encouraged to have high expectations in this caring and happy school community. Under a new dynamic leadership and management structure and through supportive governance, pupils benefit from full integration and a mix of co-educational and single-sex education in the three sections of the school. Their high standard of achievement is promoted by a learning experience that allows them to be together for some aspects of their learning, and on other occasions, be apart.

3.6 The school does not enter pupils in National Curriculum tests but other standardised tests indicate that academic attainment is excellent in relation to age-related expectations and the pupils' potential. This judgement is further supported by the evidence seen in lesson observations and by the scrutiny of pupils' work. Results in standardised tests of attainment for the years 2017-19 in English and mathematics have been above the national average as have results in reading and spelling. In the EYFS, results have been above national expectations with most children achieving the expected level of development and many exceeding. Pupils have an excellent record of gaining entry to their choice of senior school whether at the end of Year 6 with success in the 11+ or at the end of Year 8. Many proceed to highly selective schools and many on scholarships, whether academic or in sport or in creative subjects such as music, art and drama.

- 3.7 Steady progress is maintained throughout all years with pupils reaching excellent standards from their starting points. The data available show good or excellent progress for those pupils with SEND, especially when they are well established in the school between Years 4 and 8, by which time many perform at levels above the national average. More able pupils are particularly high achievers, demonstrated in the high quality of their work. Contributory factors to this excellent progress include the imaginative way staff successfully adapt the curriculum and the learning environment as required to respond to the individual pupil's needs, strengths and interests. In the pre-inspection questionnaire almost all pupils and parents expressed the highest levels of satisfaction in the role teacher's play in the progress made in pupil learning and in the range of subjects and extra-curricular activities offered. Pupils respond well to a problem-solving approach which promotes creative, enquiry-based learning, focuses on the development of skills and encourages them to work independently or in pairs and groups. Pupils' ability to work collaboratively is a notable strength at all ages. Pupils with SEND respond well to the high levels of support provided in the classroom and to the strategies developed to aid their learning by a pro-active learning support department. Pupils' positive attitudes to learning are fostered by the culture embedded by senior management and staff that encourages pupils to do their best and not to be afraid to fail.
- 3.8 Pupils develop high levels of skill, knowledge and understanding across a wide and rich curriculum in all sections of the school including the EYFS. A real strength is that pupils are highly effective communicators. Most are confident, articulate speakers in a range of contexts. They take advantage of the range of opportunities to develop their communication skills and most are able to express themselves fluently. Excellent listening, speaking, and writing skills were observed at all ages. The children in the EYFS show well developed letter formation when drawing in shaving foam. Pupils in Year 1 are able to recognise and read 'tricky words' using their phonic knowledge and then are able to copy the words accurately. Work scrutiny of pre-prep work showed competent writing of simple sentences. Vocabulary use in speech and in written work is particularly strong from the EYFS through to the senior pupils in Years 7 and 8. Pupils in the prep school use subject-specific language confidently when analysing texts and demonstrate a clear understanding of punctuation and the use of persuasive writing in their English. This was demonstrated by their development of character formation when studying the book *War Horse*.
- 3.9 Achievement in all aspects of numeracy is particularly high and the ease with which pupils can apply their mathematical knowledge was observed across many subjects. In the EYFS in 2018, a large percentage of children achieved exceeding in the early learning goals in mathematics and by Year 2, the majority of pupils were in the above average or very high category of achievement in the standardised tests used. Year 8 pupils in Yardley Court work at the highest level expected for their age or beyond. Pupils demonstrate a good ability to hypothesise, gather and analyse data as seen in a Year 7 lesson where pupils solved challenging algebraic substitution and simplification problems confidently and rapidly. They accurately apply their numeracy skills in science and engineering.
- 3.10 Pupils make very effective use of ICT to support their learning as seen in design technology and engineering and in their independent project work and investigations. Excellent success in technology competitions, for example in robotics, has been achieved in recent years. Children in the EYFS and pre-prep pupils demonstrate a high skill base in most learning activities which involve the pupils interacting with the electronic whiteboards, which they love to do, finding it fun and natural. Throughout the prep school pupils show a competent use of the keyboard and they access programmes relevant to their learning efficiently, as seen when Yardley Court pupils, in Year 6 were investigating bridges. Others were able to extrapolate the information to create presentations. Prep school pupils have benefitted from the new ICT hub available to them for both lessons and research.

- 3.11 The pre-prep children develop their curiosity and love of learning using the outdoor learning environment and school woodland in activities that are skill based, practical and fun. Their investigations of autumn leaves in nature study and art, and observations of insects, made excellent use of the spacious grounds and woodland. Prep school pupils develop their learning in this specific environment less rapidly because they have fewer opportunities to learn as acknowledged by both the pupils and the staff. Pupils rapidly develop the skill of reflecting on their own learning and on their own strengths and weaknesses, and can critique their work and that of their peers with confidence and sensitivity. By the time they are older they do this naturally. Older pupils understand their areas for further development well, helped by the newly introduced 'reflection on learning' lessons. Pupils show a well-developed ability to organise their work, showing excellent presentation skills and the effective use of underlining, highlighting, bullet points, and corrections.
- 3.12 Pupils achieve high standards in a wide range of academic, sporting, artistic and cultural endeavours through their willingness to participate in a rich variety of clubs and activities. They achieve team and individual excellence in sport, especially in athletics, cross country, swimming, cricket and rugby at regional level and sometimes nationally. Pupils' excellent art is displayed around the school and they enjoy participating in demanding drama performances which are a frequent part of the school programme. Pupils say drama has contributed considerably to their public-speaking skills and confidence. Evidence of their high achievement in music is demonstrated in the good grades achieved in music examinations and pupils eagerly engage in concerts and soirees performed by the large orchestra and smaller instrumental groups and choirs. In 2018 the swing band had a successful day at a local music festival when they won their section and were also the overall cup winners for having achieved the highest mark in the ensemble category. A number of older boys enjoy their role as choristers in a neighbouring independent school chapel. Pupils eagerly enter and are successful in other competitions whether mathematics challenges, poetry and creative writing, photography or design, and willingly participate in outdoor adventure activities, residential trips, clubs and activities to build skills that enrich their learning.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils exhibit a strong sense of identity, and loyalty to their school and to each other. They have confidence and strong self-belief that is a result of feeling supported and cared for in a family style community. Their excellent character formation is a result of the high priority put on personal development by the governance, leadership and management and the strong pastoral care where the interests and needs of the pupils is uppermost in staff thinking.
- 3.15 Throughout the school the pupils' character and personality shows through in an open and natural way that is confident but always respectful and courteous in manner. They are happy pupils, which was evident by the many smiling faces, and they are delighted to meet and talk with adults, eager to help, converse and to ask questions. A real strength of the pupils is their self-understanding. Older pupils seem expert in understanding their own strengths and weaknesses, particularly in identifying what learning skills they have utilised in any given lesson, such as resilience and collaboration. High self-esteem and self-discipline were in evidence at all ages. An independent spirit was noticeable in the younger pupils in the pre-prep and EYFS as they engaged in their free choice of activities. The pupils' self-esteem is built and reinforced by the frequent praise given by staff and by weekly awards for positive attitudes to learning which are clearly displayed around the school. Close relationships with teachers and a good personal development programme allow for honest discussion of important aspects of growing up whether in form time, in lessons, or just in informal conversations, especially for older pupils.

- 3.16 The pupils have a good sense of right and wrong and are able to discuss their behaviour in a mature and thoughtful way. This was observed in discussion with pupils of all ages throughout the inspection activities. Behaviour throughout the inspection was excellent. The prep school pupils have responded positively to the introduction of a more transparent process of sanctions and rewards which they understand and value, accepting that the few sanctions given are fair and necessary. Pre-prep children are able to use the 'Golden Rules' to help each other behave appropriately. They were eager to discuss the importance of kindness and helpfulness. Parents agree that the school actively promotes excellent behaviour.
- 3.17 Pupils' spiritual development is strong. Through reflection and discussion pupils develop a good set of values on which to draw. They understand the importance of the natural world to their quality of life and appreciate how privileged they are in their school surroundings. They feel this is an important aspect of their development, appreciating the space and calm that allows them to find and enjoy peaceful moments in what are busy days. The natural world is very important to the younger pupils who enjoy walks in the parkland and play in the woodland. Older pupils understand the importance of the beauty of the fragile environments around the world from their studies. Spiritual awareness is excellent for those involved in music, whether choral music in local chapels or the many who are involved in the creation of music in the large orchestra and smaller instrumental groups or choirs. Pupils say that they find it uplifting when they play and sing, which they do with passion. In interviews, Year 5 pupils explained their love of listening to the choirs singing and orchestra playing. Pupils across the school have a well-developed understanding of the importance of different faiths, evident in their work in philosophy, religion and ethics (PRE) where church festivals and traditions are explored, such as the reasons for harvest festivals and Diwali. Spirituality is further enhanced by their keen participation in assemblies where the boys were seen to sing hymns with enthusiasm, and through daily prayers after lunch.
- 3.18 Lunch with pupils revealed happy, confident young people with excellent social skills and a willingness to mix with other pupils of different ages and engage in conversations about their school. Pupils from Derwent Lodge and Yardley Court mix easily together, and pupils are comfortable working and playing together in the more integrated school structure promoted by the senior leadership. Older pupils particularly enjoy working collaboratively in teams and groups where they were observed supporting each other and sharing helpful tips on how to achieve and reach targets. Older pupils support the younger pupils in Year 3, acting as buddies to help them settle during their transition from pre-prep to prep. Prefects are conscious of their responsibilities to ensure that playgrounds are good environments for all and that there is a strong sense of peer support outside of the classroom. The pre-prep pupils develop their social skills through a learning environment that promotes group work and encouragement to share their ideas. Teachers insist on giving them time to work out any problems and to help each other. Children in EYFS demonstrate a strong ability to share skills, knowledge and resources with one another in group activities.
- 3.19 Pupils play an active role in the school in response to opportunities provided by senior management to embed the culture of helping others in accordance with the aim for pupils to show concern for others and for the environment. Many pupils said that they have a voice in school and make decisions that have an impact on their school life and in the wider community. They recognise that they have achieved some improvements that they have requested such as the banning of disposable single-use plastic cups and changes to more healthy school food. In the pre-prep pupils are highly involved in their own school council and they meet weekly to discuss their ideas and opinions. Some older pupils feel that their school council in the prep school could do more and be more effective. Pupils understand that the decisions they make contribute to their well-being especially when it comes to what food they choose to eat at lunch time and what clubs to join for exercise.

- 3.20 Pupils are given leadership roles in the upper part of the school allowing them to lead their peers in various situations such as house and sports' captains and leading on the food council and the green committee. They take great pride in their roles and are effective role models for the younger pupils. This creates a strong sense of community across the school. Pupils take an increasingly active role in identifying ways to support their local community. Younger pupils enjoy a weekly activity when they visit a local care home and spend time with the elderly and the choirs enjoy singing at local events. The pupil charities co-ordinators liaise across the three sections of the schools to ensure that a range of charities, local, national and international, are being supported. Charitable events have included participation in a concert for children in need at the Royal Albert Hall, a 24-hour sponsored swim in support of a cancer charity, fundraising through a Christmas jumper day, as well as making up Christmas shoeboxes for charity. Harvest festivals in the last four years have supported local food banks, with further collections taking place in February at a time of most need. On a weekly basis, pupils have a bake sale, with the proceeds going to a charity nominated by the pupils every half-term. Pupils have raised significant amounts of money for charities overseas.
- 3.21 Pupils are not part of a multi-ethnic cultural mix in school but have a good understanding that society is varied, with many different backgrounds, faiths and cultural traditions represented. They demonstrate their tolerance, thoughtfulness, empathy and sensitivity in conversation. In discussions, pupils reflected on ideas and beliefs different from their own, asked questions sensitively and made comparisons to further and deepen their cultural understanding. Workshops, visits, personal development lessons and assemblies enable pupils to develop a good grasp that British values are similar to the values of most communities around the world and an understanding of the multi-ethnic nature of British society.
- 3.22 Pupils of all ages understand how to stay happy, healthy and active. The younger pupils prove that they can eat sensibly with a balanced diet through the choices they make at lunch time. The enthusiastic uptake from pupils for additional physical activity in clubs and teams is evidence that they enjoy and understand the need for an active lifestyle. Older pupils feel well supported in terms of their mental health and they say that mindfulness opportunities in personal development lessons allow them time to reflect on their day and on their learning and to develop the skills to cope with any anxiety they encounter. They are well prepared to live in a digital age and have a positive attitude towards using ICT. Pupils were very confident in describing the steps they need to take to be safe on line, supported well by teaching in assemblies, personal development lessons, science, ICT and other lessons.
- 3.23 By the time it comes to move on to senior schools, pupils exhibit a maturity beyond their years and an independent spirit, with the confidence to know they can contribute positively to their lives at their next school.

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 chair of governors and a governor for safeguarding, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. 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 Maureen Bradley	Reporting inspector
Mrs Shona Colaco	Compliance team inspector (Head, IAPS school)
Mr Mark Albini	Team inspector (Deputy head, IAPS school)
Mr Ant Falkus	Team inspector (Deputy head, IAPS school)
Mrs Elizabeth Harris	Team inspector (former Director of music, IAPS school)
Mr Nicholas Oakden	Team inspector (Deputy head, IAPS school)