



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Caterham Preparatory School

May 2019



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School's Details

School	Caterham Preparatory School			
DfE number	936/6567			
Registered charity number	1109508			
Address	Caterham Preparatory School Harestone Valley Road Caterham Surrey CR3 6YB			
Telephone number	01883 342097			
Email address	prep.reception@caterhamschool.co.uk			
Head	Mr Ben Purkiss			
Chair of governors	Mr Ed Smith			
Age range	3 to 11			
Number of pupils on roll	284			
	Boys	147	Girls	137
	EYFS	53	Juniors	231
Inspection dates	30 April to 2 May 2019			

1. Background Information

About the school

- 1.1 Established in 1935, Caterham Preparatory School is an independent day school for boys and girls aged from 3 to 11 years. It is located in two large Edwardian houses with adjacent accommodation, in spacious grounds alongside the senior school.
- 1.2 A single body of trustees governs Caterham School for pupils from the age of 11 and Caterham Preparatory School. The prep school has its own committee of trustees with particular responsibility for it. The school is a registered charity. The school previously belonged to the United Church Schools Trust, which became United Learning in 2012, but has recently bought the site and is now fully independent.
- 1.3 A new deputy head came into post in 2017 and a new head has taken up his post this term.

What the school seeks to do

- 1.4 Remaining true to the founding Christian principles, the school aims to develop the whole person, so that pupils are ready for the challenges of senior school and beyond and equipped to engage positively with a rapidly changing world as accomplished problem-solvers and innovators, confident in their ability to lead and with appreciation and respect for others.

About the pupils

- 1.5 Most pupils are drawn from professional families within a radius of fifteen miles of the school. Nationally standardised tests indicate the ability profile of the school is above average. The school has identified 20 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, attention deficit hyperactivity disorder, autistic-spectrum disorder, sensory needs and fine motor difficulties. All of these pupils receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for one pupil, whose needs are supported by their classroom teacher. Extra classroom provision is made for the most able pupils, with those who have a particular gift or talent supported individually.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

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

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.10 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.12 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

PART 7 – Manner in which complaints are handled

2.15 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

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

PART 8 – Quality of leadership in and management of schools

2.17 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

2.18 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

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

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

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils' skills, knowledge and understanding are excellent in all areas of their learning and they are highly effective in transferring skills to other situations.
 - Pupils speak with great confidence both in class and to wider audiences. They are excellent communicators who use a wide vocabulary to explain and discuss.
 - Pupils have an excellent attitude towards their learning. They work well both independently and collaboratively.
 - Pupils excel in a wide range of activities as a result of the wealth of opportunities available to them.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate excellent self-confidence and willingness to use mistakes as learning opportunities.
 - Social awareness amongst the pupils is excellent and enhances their ability to work with others to attain common goals. The pupils' enjoyment is evident in every aspect of their activity.
 - Understanding the implications for their well-being, pupils make mature decisions owing to the range of opportunities to do so in and out of the classroom from an early age.
 - Pupils feel strongly about right and wrong and justice. They take responsibility for their behaviour and that of those around them.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider developing the system of shared best practice to facilitate consistent challenge for all pupils.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils achieve excellent levels of skills, knowledge and understanding in a range of subject areas and are highly effective in transferring those skills to other areas. Pupils use their numeracy skills in a variety of situations both in and out of the classroom and enjoy the challenge of solving problems. Even at an early age, they explain using correct language and number, for example, how to instruct a robot to follow a path in a tablet computer activity. Pupils in Year 5 demonstrated excellent data analysis in their menu tasks in science and others were also able to analyse their performances in cricket, identifying key coaching points, using these to improve. More able pupils achieve at an excellent level; for example, in a mathematics lesson in Year 1 on number patterns pupils worked at a standard well above the level expected for their age, verbalising and writing, how they found the solutions to their 'digit detective' challenge.
- 3.6 Pupils' excellent linguistic skills are evident through their developed use of subject-specific terminology and extensive vocabulary. For example, in a history lesson in Year 1, young pupils freely used words such as 'crenellations' and 'battlements' and, in an English lesson in Year 6, older pupils articulated the nuances of using a verb in its noun form. Pupils display excellent development of their skills as was seen in an English creative writing lesson, when pupils edited and improved their initial work, based upon the targets set both by themselves and the teacher.

- 3.7 The pupils are highly articulate, and many are avid readers and enjoy writing stories. Pupils communicate effectively with each other and with their teachers. They have extensive vocabulary and the facility to use it accurately to explain, discuss and debate. Their grasp of subject-specific vocabulary, particularly musical or scientific terms, is very advanced. It enhances their creative writing and enables them to use technical terms correctly. The questions posed by pupils in their English lesson in Year 3 evidenced this; they used a range of words, such as 'preliminary', that would not be usual in this age group. They listen attentively and sympathetically to their teachers and peers. Pupils are encouraged to voice their opinions and do so with erudition. Pupils speak with great confidence both in class and to wider audiences as a result of the school's encouragement of pupils to share ideas and opinions. This was heard during a house assembly when a pupil spoke eloquently to the members of the house which included staff and pupils from other year groups. It was further highlighted by a pupil in an information and communication technology (ICT) lesson, who, without hesitation, willingly gave commands in front of the class to the human robot.
- 3.8 Pupils' understanding, knowledge and skills are excellent in the creative subjects, as demonstrated by the music produced by a whole-class ensemble in their music lesson in Year 5 which was of a very high standard for their age.
- 3.9 Pupils enjoy an excellent rapport with their teachers and are unafraid to ask if they need help. Through the high-quality of pastoral care, teachers know their pupils well and are alert to their individual circumstances, strengths and academic needs. In response to the pre-inspection questionnaire, most pupils report that teachers help them to learn and make progress and are ready to help them if they have problems. Lessons are well-planned and well-paced so that pupils are fully engaged most of the time in the wide variety of learning tasks and activities provided. The pupils' enjoyment of their learning is obvious in most lessons whether they are involved in playing music, restructuring essays, investigating cave painting, identifying minibeasts or challenging one another to solve ever more complex number questions.
- 3.10 Pupils use ICT confidently and effectively to enhance their learning experience because the school has integrated the use of tablet computers into its approach from a very early age. Drawing and other skills are recorded on tablet computers in the Early Years Foundation Stage (EYFS), and basic coding is introduced in the pre-prep department. Pupils in Year 2 explored the use of 'green screens' in special effects when making a 'newscast' on what it was like to walk on the moon. All the older pupils demonstrate a competent or better grasp of skills, such as the use of creative and publishing software. They use the tablet computers well for creative writing and research and appreciate the flexibility of editing their essay work electronically which they do with ease.
- 3.11 Pupils of all ages are highly engaged, enthusiastic and committed learners. They are highly motivated and, although able to work independently and take the initiative, they enjoy working in pairs and groups. Their enthusiasm for learning in the widely varied and often challenging tasks enhances their engagement and successful progress and indicates that the school is fulfilling its aim to develop passion for learning. For example, pupils in Year 4 thoroughly enjoyed their history lesson on cave-painting that saw them drawing under tables in the near dark to attempt to replicate the lack of light in a cave. Pupils are attentive and focused in lessons, listening to each other's questions. Collaboration is a particularly well-developed skill throughout the school, and this was observed in most lessons. Pupils also work independently to excellent effect. The school's planning and teaching support pupils in this area, seen in EYFS where children were working both independently in making a picture of a boat and then collaboratively to make a gingerbread man. Pupils show resilience when faced with challenges and keep trying at tasks both independently and with the support of both peers and staff.

- 3.12 Pupils have well-developed study skills and can apply their learning independently. Their ability to transfer knowledge, their broad vocabulary and natural curiosity enable them to formulate questions and draw on a range of sources to find answers. Their enjoyment of learning is evident. In responses to the questionnaire, pupils and parents agree that the school encourages pupils to be confident and to think and learn for themselves. Pupils display the ability to relate knowledge and ideas in new contexts, thinking laterally to suggest alternative solutions to a dilemma.
- 3.13 Pupils are very successful in a range of activities outside the curriculum, as well as in attaining academic, music, performing arts, art and sporting scholarships. They excel in various areas of school life as a result of the wealth of opportunities available to them. This has been seen in the award of a record number of scholarships received this year both from the senior school and elsewhere, as well as a pupil being recognised as the Young Geographer of the Year in a national competition. Pupils also excel in the numerous sporting events including some at county level, as well as the performing arts. Last term, many pupils were involved in a well-received school performance of *Alice in Wonderland*; this was truly collaborative, with Year 3 as the chorus, Year 4 as the cast, Year 5 making and providing props, and Year 6 designing and painting the set. Music is a strength of the school. From Year 3 onwards, most pupils play an instrument or sing. Each year some talented selected pupils join with pupils in the senior school to form an elite choir and tour Europe singing in cathedrals and other high-status venues. Other talented musicians are invited to extend their experience by participating in senior school ensembles.
- 3.14 Pupils achieve a range of academic successes. Outstanding pieces of creative writing, science topic work and solutions to cross-curricular tasks are celebrated on WOW boards and reward charts in the classrooms. Pupils across the school spoke of how pleased they are with their achievements. In the EYFS, almost all children reach the expected levels of development for their age, with most exceeding them. Good progress in the children's learning is ensured by careful observation that helps to ensure that individual next steps are written into planning. In nationally standardised tests, most pupils achieve results above the national average, and a high rate of progress is maintained throughout the school because of the fostered enthusiasm and positivity amongst pupils and teachers and the strong ethos of personal development. Most of the more able pupils make much better than expected progress, but this is not always the case. In a few lessons, some of the more able pupils were being insufficiently challenged. Pupils with special educational needs or disabilities (SEND) make particularly good progress. This was highlighted by the pupils during their interviews and reinforced by the data available. Pupils' achievement suggests that the school is striving towards its aim to 'challenge pupils to be the best that they can be' and enabling them to achieve academic excellence.

The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils display excellent self-confidence, self-discipline and a willingness to try new ideas and experiences. An example of this was seen in a lesson on keeping fit and healthy, where a pupil confidently took the lead in a group task. They are self-aware, and the older pupils understand how to improve their learning. Pupils are resilient and persevere when faced with difficulties. They are keen to attempt tasks for themselves but prepared to ask for help and to learn through their mistakes. The pupils' enjoyment is evident in every aspect of their activity in and out of the classroom. This is a result of the school's approach to attitudes to learning and encouragement of resilience, and the high quality of pastoral care which focuses on the well-being of each individual so that each may flourish.
- 3.17 Collaboration amongst the pupils is excellent and can be seen in all aspects of school life. Pupils enjoy working in groups and have many opportunities to do so. In their response to the questionnaires, staff confirm that pupils readily help and support others, and a very high proportion of parents and pupils agree, that they develop strong teamwork and social skills as they grow up. Very young pupils in the EYFS learn to take their turn, and older pupils were seen solicitously asking after a classmate's well-being and deliberately including them in the group activity. Pupil collaboration was also seen in paired work in a cricket lesson and in pupils in Year 2 working together to build dens and identify bugs in the woodland activity. Off-site and residential trips are valued opportunities for pupils to develop their appreciation of the needs of others particularly when living in close proximity and perhaps without creature comforts. Collaborative work of the eco-warriors in the school council has a positive effect on the school community. For example, the suggestion that a locally sourced, low-waste roast lunch is served every week has been much appreciated by both pupils and staff.
- 3.18 Pupils make positive contributions to others in the community and the world around them. They look after each other and work together to improve their environment and the school. They are aware of problems in the local community and the wider world. Older pupils take their responsibilities seriously, serving, for example, as reliable and enthusiastic house captains, librarians, buddy readers and in a variety of class helper roles. School councillors are elected and participate actively, representing their peers' views which is appreciated by the younger pupils who look up to them. Pupils have been involved in supporting a local food bank, eco-projects and charity initiatives on an annual basis. Many are pupil-led initiatives, such as the hand-massages in break time to support a cancer charity with which a pupil had personal links. Another is an individual pupil starting an eco-club to raise the profile of issues such as plastic pollution. Such efforts are supported by the school and staff.
- 3.19 Pupils' abilities to make decisions are well-developed, owing to a range of opportunities to do so in and out of the classroom, whether choosing which side of their face to draw in art or what daily diet plan to suggest in science. They make choices effectively as they get older because of the ample opportunities given to them from an early age, even choosing their play activities from the wide range on offer in the Nursery. The pupils are encouraged to make their own learning choices. As they get older, they develop an understanding of the consequences of those choices for their future success and well-being. The school encourages pupil-led projects wherever feasible, allowing ideas to be tried and evaluated. When a pupil's actions or behaviour have not been good, they are taught to reflect on their choices and how to proceed in the future.

- 3.20 Pupils demonstrate an excellent understanding of how to stay safe, as shown by young pupils' behaviour in the woodland activity and by older pupils when talking about internet safety. Positive and safe behaviour is promoted and seen in the pupils' calm and purposeful movement around the site. Pupils understand how to be physically and mentally healthy supported by their tutors who keep an eye on pupils' workload and ensure that the first playtime of the day is an active one. In a personal, social, health and economic (PSHE) session, pupils talked confidently about the need for a healthy diet, exercise and sleep, as well as the importance of water in the diet. They extended their understanding further by exploring the contribution of immunisation to keeping healthy. Pupils have an excellent understanding of the need to be healthy, the concept of a healthy diet and the need for a balanced lifestyle. For example, in a science lesson in Year 6, pupils chose a balanced meal from a fast food outlet menu, following discussions regarding the implications of too much salt, fat or sugar, as well as the vitamin and energy demands of an active lifestyle.
- 3.21 Pupils are friendly and show mutual respect for everyone in the diverse school population. They show excellent respect and tolerance for each other's needs and for the religions and cultures of others. They are interested to learn about the traditions and attitudes of others but, beyond this, they do not consider there to be any differences. The pupils' appreciation and respect for the views of others is in line with the school's aim.
- 3.22 Pupils demonstrate a good understanding of the needs of others through the democratic functions of the school such as the active school council and through an appreciation of the wider world garnered from assemblies, such as the one highlighting global goals. The younger pupils demonstrated a caring approach to nature in the woodland and the older pupils talked about how they have enjoyed learning about other cultures and religions. Pupils are aware of those around them and use their initiative to seek opportunities to support others.
- 3.23 Pupils appreciate beauty in colour, symmetry and the environment. They show a strong appreciation for the world around them and ask deep and philosophical questions. In their written work and in conversation, pupils showed a mature understanding of the nature and importance of forgiveness, destiny and whether humans have control over life.
- 3.24 The behaviour of the pupils is excellent. Pupils have a strong understanding of right and wrong and appreciate justice. Pupils are well-behaved and well-mannered in lessons and as they move around the school, smiling and responding politely to staff and visitors alike. They have a good understanding of the school's expectations, referring to the 'Caterham Way' as the backbone of school discipline. Older pupils discussed the need for rules and guidelines to ensure that everyone could have a good time at school and more generally in the outside world. On the occasions when necessary, positive behaviour management strategies are used effectively, and pupils show remorse and apologise as appropriate. Pupils take responsibility for their behaviour and that of those around them. They also appreciate that, although individuals, they can have an impact on global goals, such as reducing waste and eco-projects to preserve the health of the planet.
- 3.25 Pupils' personal development is supported by the trustees; members visit the school regularly to meet pupils to understand the needs of the school and pupils. The support given to the development of the strong pastoral care system has strengthened the development of the pupils.
- 3.26 The pupils who leave at the end of Year 6 are very well prepared for the challenges and opportunities of the next stage of their education, whether they are progressing into the senior school or venturing into the wider world.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of trustees, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house and form meetings and an assembly. 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 Linda Smallwood	Reporting inspector
Miss Sarah Styles	Compliance team inspector (Headmistress, IAPS school)
Mr Carl Rycroft	Team inspector (Headmaster, IAPS school)