



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Cleve House School

March 2020



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School's Details

School	Cleve House School			
DfE number	801/6005			
Address	Cleve House School 254 Wells Road Knowle Bristol BS4 2PN			
Telephone number	0117 977 7218			
Email address	clevehouseschool@btconnect.com			
Headteacher	Mr Craig Wardle			
Proprietor	Mr Craig Wardle			
Age range	2 to 11			
Number of pupils on roll	77			
	EYFS	31	Juniors	46
Inspection dates	10 to 12 March 2020			

1. Background Information

About the school

- 1.1 Cleve House school is a co-educational independent day school for pupils aged between 2 and 11 years. The school opened in 1937 in Knowle and moved to its present site in 1947. It has been owned by the current head since 2015.
- 1.2 Pupils join Little Cleve nursery from the age of two years. The main school caters for pupils from 5 to 11 years.
- 1.3 There have been no significant changes since the previous inspection.

What the school seeks to do

- 1.4 The school aims to provide its pupils with a broad and exciting educational experience, to encourage and nurture them to try new things and to prepare them to be kind, helpful, considerate members of the wider community with an enthusiasm for learning and for trying their best.

About the pupils

- 1.5 Pupils come from a range of backgrounds and cultures, living within a 15-mile radius of the school. The school's own assessment indicates that the ability of pupils is average. The school has identified nine pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional specialist help. One pupil in the school has an education, health and care plan (EHC). No pupils have English as an additional language. Data used by the school have identified two pupils as being the most able in the school's population, and the curriculum is modified for them.

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 does not meet all of the required 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 should take immediate action to remedy deficiencies as detailed below.**

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 ensure staff are trained and carry out their duties with respect to child protection and a *Prevent* strategy is in place, good behaviour is promoted; bullying is prevented so far as reasonably practicable; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required. A disability access plan is in place.
- 2.8 However, arrangements are not always made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; health and safety requirements are not always met, including those relating to fire safety; and there is not always a strategic approach to risk assessment.
- 2.9 The standards relating to welfare, health and safety in paragraphs 9–10, 13–15, 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 but those in paragraphs 7 (safeguarding), 11 (health and safety), 12 (fire safety), 16 (risk assessment) are not met.**

Action point 1

- the school must ensure that arrangements are made to promote the welfare of pupils by means that pay due regard to current statutory guidance in relation to fire risk assessment and risk assessment [paragraph 7(a) and (b); EYFS 3.4 and 3.7]

Action point 2

- the proprietor must ensure that relevant health and safety requirements are complied with by effectively implementing the written health and safety policy, with particular regard to risk assessment [paragraph 11; EYFS 3.54]

Action point 3

- the proprietor must ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 to draw up an effective and accurate fire risk assessment and ensure measures are taken to reduce risks which are identified [paragraph 12; EYFS 3.55]

Action point 4

- the proprietor must ensure the welfare of the pupils at the school is safeguarded and promoted by the effective implementation of the written risk assessment policy, to identify, in so far as possible, risks associated with residential school trips and appropriate action is taken to reduce risks that are identified [paragraph 16(a) and (b); EYFS 3.65]

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

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

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. Acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.13 However, the premises are not always maintained to a standard commensurate with health and safety.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–24 and 26–31] are met but standard 25 (maintenance) is not met.**

Action point 5

- the proprietor must maintain the premises to a standard commensurate with health and safety by ensuring fire doors operate in line with statutory guidance [paragraph 25; EYFS 3.54]

PART 6 – Provision of information

- 2.15 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.
- 2.16 The standard relating to the provision of information [paragraph 32] is met.**

PART 7 – Manner in which complaints are handled

2.17 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.

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

PART 8 – Quality of leadership in and management of schools

2.19 The leadership and management do not always 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.

2.20 The standard relating to leadership and management of the school in paragraph 34 is not met.

Action point 6

- **the school must ensure that the leadership and management have good skills and knowledge in relation to fire safety and risk assessment [paragraph 34(1)(a), (b) and (c)]**

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 good.
- Pupils have outstanding verbal and listening skills which they apply effectively across many areas of learning.
 - Pupils are excellent collaborators.
 - Pupils have less well-developed study skills and high-order thinking skills.
 - Pupils have outstanding aesthetic and creative skills.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils have high levels of self-esteem and self-confidence.
 - Pupils demonstrate strong decision-making skills.
 - Pupils have an excellent moral code.
 - Pupils' behaviour and manners are outstanding.

Recommendations

- 3.3 The school is advised to make the following improvements:
- Ensure the pupils develop their higher-order thinking skills through the effective use of achievement data to match teaching to their individual abilities.
 - Enable the more able pupils to be increasingly self-reflective by ensuring the marking of pupils' work shows how they can make improvements.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Evidence from lesson observations, scrutiny of pupils' books and the school's own assessment data, shows attainment overall to be above average in relation to national age-related expectations for pupils of all abilities in line with pupils who take the same test nationally. Pupils of all ages and abilities make at least an expected level of progress over time given their above average starting points. Lower ability pupils and pupils with SEND make good progress in relation to age related expectations because of individual support and targeted teaching in lessons. Pupils gain places at their desired choice of local independent and maintained schools. Pupils of all ages have a broad level of knowledge and understanding across all areas of learning. They are competent mathematicians and strong communicators. Pupils demonstrated confident understanding of the Spanish alphabet and accurately interpreted simple sentences heard on a tape. Pupils have excellent aesthetic, creative and technological knowledge and skills. Teacher passion for and knowledge of these subjects is transferred to the pupils. Older pupils designed a musical instrument from recycled rubbish. They analysed and evaluated the effectiveness of their design as an instrument. Older pupils were able to consider artwork by a Native American pot maker, and a painting by Cezanne to consider the different techniques of impressionist artists and the use of colour and form. Pupils created some paintings in the style of 'Laurie' with considerable accuracy and competence. Pupils' human and social knowledge is in line with age related expectations. Pupils have competent physical skill; they were able to pass a football with some degree of success. Pupils have good levels of scientific knowledge and use appropriate scientific vocabulary. The most able pupils explain concepts above age related expectations. They described why solids liquids and gases behave as they do, in relation to particle theory, and explained why sound could be heard on a string telephone, in relation to the frequency of

sound waves. Pupils' scientific skills are not as well developed, as they have fewer opportunities for scientific investigation and experimentation. All the pupils who responded to the questionnaire felt that teaching helped them learn and make progress.

- 3.6 Pupils have strong communication skills, particularly in speaking and listening. They listen attentively to one another and their teachers, and are able to express their opinions and answer questions with clarity and confidence. This is because of the particular emphasis placed on verbal participation in lessons by teachers, and through the many opportunities pupils have to speak in assemblies or to participate at local poetry competitions. Children in the EYFS have good communication skills, above age-related expectations, and answer questions confidently in front of their peers. Younger children could recount a story and offered ideas which explained what might happen next. They suggested how to improve a story using grammatical techniques, conjunctions and adjectives, learnt in previous lessons. Pupils have good writing skills. Reception children confidently and independently wrote a 'book' with a beginning, middle and end. They showed an awareness of question marks and an understanding that speech may be recorded differently, well above age-related expectations. This is because the small class size allows focused attention on the individual needs of each pupil.
- 3.7 Older pupils write accurately and imaginatively at considerable length, because of the leadership's strong focus on core skills and the opportunities they have to write stories. Pupils do write in a variety of genres, but the opportunity for them to experience different kinds of writing is more limited. Pupils can use text to support their answers. However, they have less well-developed inference skills when they consider comprehension questions which probe deeper levels of understanding of author intent and vocabulary choice. Pupils read aloud with expression and understanding as teaching gives them many opportunities and encouragement to do so. Pupils confidently perform spoken poetry in front of their peers with good oratory skills as they were encouraged to improve through well-targeted teaching comments.
- 3.8 Pupils have excellent attitudes to learning. Children in the EYFS collaborated extremely well when writing single words and using cue cards to read words. Older pupils shared ideas for writing stories. Younger pupils collaborated to produce a beautiful picture of the rainbow fish, with each person writing about friendship on a 'fish scale' which was then attached to make the whole picture of the fish. Older pupils worked extremely efficiently to produce group artwork to enter into a national competition. When given the opportunity, pupils take ownership of their learning experiences and demonstrate that they can work independently. However, opportunities for pupils to take leadership for their learning, within the classroom are limited, as teaching has an over reliance on whole class teaching.
- 3.9 Pupils have competent study skills. Pupils hypothesise using prior learning when considering what to do to find the area of an irregular shape. Younger pupils synthesised their knowledge of health to offer explanations as to why animals in pictures may be healthy or unhealthy. Older pupils analyse and synthesise information effectively from text to answer simple comprehension questions. More able children had less well-developed thinking skills for their ability, because there were fewer opportunities for them to explore these skills at a higher level or put them into practice. Pupils taught in multi-age classes when covering the same topic, were not given enough directed opportunities for reflecting and responding at different levels to match their varied abilities. They have good research skills demonstrated when finding about ancient Egyptians from a limited range of sources. Less evidence was shown for well-developed subject related skills such as map skills.
- 3.10 Pupils are competent mathematicians. Younger pupils of all abilities understand place value. They carry out addition and subtraction calculations accurately, using double digit numbers. This is because they are given work to complete at an appropriate level for their individual ability, which helps to reinforce and extend their understanding. They also have opportunities to reinforce skills, through use of suitable mathematical games, on a computer tablet. Younger pupils accurately measured and recorded the lengths and widths of various classroom items, using appropriate mathematical language. Pupils made progress in their understanding of area. They moved from understanding how

to calculate the area of regular shapes, to finding the area of irregular shapes and recording it, using appropriate mathematical conventions. Older pupils have good knowledge of arithmetic. They competently calculated answers using hundreds of thousands or applied their knowledge of addition and multiplication to answer multi-step word problems. Pupils' mathematical knowledge is good, but they appear less confident during problem solving activities, as they have limited opportunities to develop these skills. Pupils apply their mathematical skills to other subjects, effectively using stop watches in physical education (PE) and handling data in information communication and technology (ICT) lessons.

- 3.11 Pupils have good computer skills across a range of areas. They use programs to write and type stories or reports effectively. They use ICT as a source of information in many subjects. For example, older pupils used the internet to research famous people who fascinated them and then produced a typed article about this person. Younger pupils have good coding skills which they can use to program simple machines. Older pupils use technology to create their own films using green screen techniques. This is because of the wide range of resources available to them and the investment by the leadership in ICT. EYFS children demonstrated good e-skills in using a computer mouse to create letter formations. Pupils use interactive technology effectively to visit a museum in China as part of their humanities topic.
- 3.12 Pupils achieve a range of successes at school and individual level. In the previous two years, pupils have been awarded four drama or academic scholarships to local independent schools. They represented the school in a regional athletics meeting and swimming gala and won awards at local speech and drama competitions. The school was a runner up in a regional art competition in 2019 and was awarded first place in a local flower competition. All parents who responded to the pre-inspection questionnaire felt there was a suitable range of activities offered.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils have high levels of self-esteem and self-confidence. They are encouraged to participate and speak in front of audiences in assemblies and school plays or empowered to voice opinions through the school council or the suggestion box. The pupils explained how their confidence grows because they know that what they say will be listened to and valued, and because they are given many opportunities to try new experiences through the range of clubs on offer.
- 3.15 Pupils demonstrate resilience in their learning and respond well to challenges, when provided with the opportunities. In art, older pupils confidently completed a number of different activities, needing minimal advice and support from the teacher. Younger pupils were able to consider their writing and share success outcomes with their peers. Year 6 pupils are well prepared for their senior schools and teachers support them with interview and examination practice for their chosen school. However, pupils have less well-developed skills of self-reflection so that they are not always able to understand how to improve their work or assess their performance. This is because marking of their work is always positive, although it does not always give suggestions for improvement. Pupils' high levels of self-worth are developed through their sense of belonging to the 'Cleve Family' and through the deliberate approach of teachers, to build into learning small steps of success. Younger children receive star of the day awards. Pupils' strong sense of self-worth is supported through the effective praise culture in the school. This is emphasised by the leadership through the school's aims, to equip all children with the essential tools of resilience and confidence. All parents and pupils who responded to the questionnaire felt the school helped pupils to be confident and independent and develop skills for the future.
- 3.16 Pupils demonstrate a strong understanding that the choices they make affect their social successes and their wellbeing. Pupils explained the importance of learning who to be friends with, and that these people may not be the best choices of 'workmates'. Pupils take responsibility for their own choices of

playtime activity. They explained that the school boosts their confidence and reassures them that the choices they are making are safe and positive experiences. Teachers clearly identify the boundaries for decision making and trust children to do the right things and the pupils live up to that level of trust. Pupils of all ages demonstrated an excellent understanding that their decisions in the classroom may lead to positive consequences, such as the receipt of house points or a place on reward charts. Pupils have less well-developed decision-making abilities in some areas of learning. Much of the work seen in books was similar so that pupils have limited choices about how to respond to tasks independently.

- 3.17 Pupils show outstanding levels of respect for the rules embedded in the 'Cleve way': to play nicely, be truthful, treat others as you want to be treated and be the best you can. Pupils have a highly developed sense of right and wrong; the older pupils can self-regulate their playground behaviour and support younger pupils to learn the right actions. They are encouraged by staff to learn from their mistakes. Older pupils spoke about staff ensuring that they fully understand the impact of any wrongdoing. Pupils readily accept responsibility for their own actions because they learn about appropriate behaviour in assemblies; for example, in a recent discussion on the consequences of mistreating toys. Pupils are able to make right choices in tidying up cloakrooms without being told to, because they know it is for the good of all. They demonstrated their clear understanding of good manners during an assembly where they acted out scenarios in front of their peers. All parent and pupils, who responded to the questionnaire, felt the school actively promoted good behaviour.
- 3.18 Pupils have excellent social skills and can work effectively with others to solve problems, when given the opportunity. The pupils explain that this is because they feel safe in school and are therefore able to participate fully in class because everyone is polite to each other and caring. Pupils have strong allegiance to their 'House' and work hard to gain house points as rewards. Pupils are highly socially aware because the school develops their social responsibilities through encouraging and allowing the older pupils to set up clubs to share their enthusiasms and love of subjects such as history or animals. Younger pupils worked successfully in pairs. Pupils demonstrated a good understanding of social issues and were proud to talk about the initiatives that led to their school Eco Award status. EYFS children worked supportively in pairs to help each other read single words. All pupils and parents, who responded to the questionnaire, felt the school helped pupils develop strong social skills
- 3.19 Pupils have a clear understanding of the importance of a spiritual aspect to life. They experience this through their studies of the different world religions and opportunities to visit different places of worship or through sharing the cultures of different pupils in the school. The youngest pupils use art to show how the music of 'Swan Lake' made them feel. Older pupils understand that the environment and our interaction with it, is an important aspect of life, either when experiencing the thrill of climbing a mountain on a school trip or pondering on the impact on nature of man's influence in their city. However, their appreciation of the non-material world is limited by the lack of opportunities for philosophical debate and exploration of philosophical concepts.
- 3.20 Pupils demonstrate high levels of respect for one another irrespective of any individual differences. This is because of the excellent examples and role models in their teachers who treat the pupils equally, fairly and with respect. Pupils are extremely tolerant and accepting of the diversity in their own and the wider Bristol community. They value the opportunities they have to understand the faiths of their peers or share the different cultural traditions of some families, through visits from parents. Older pupils produced a culture wheel for different countries around the world. All the pupils and parents who responded to the questionnaire felt the school actively promoted values of democracy, respect and tolerance.
- 3.21 Pupils are developing their understanding of the importance of leading healthy lives. They have a strong understanding of the importance of being safe online, supported both through the curriculum and by activities such as internet safety week. Pupils know that it is important to eat healthily from their science lessons. They are learning to make positive choices for themselves because of the encouragement by the school in supporting healthy snacks at break time and through displays of

healthy choices in the school hall. Pupils understand the importance of exercise and sleep because of the opportunities for exercise within the curriculum in swimming and PE.

- 3.22 Pupils make positive contributions to the lives of others both in the school and wider community. Pupil ambassadors in Years 5 and 6 help children at break times and provide tours of the school to prospective parents. Head pupils contribute by reading prayers or speaking at special events. Pupils vote for a chosen charity each year and run events to raise money for them. They raise money for a variety of charities on their own initiative through cake sales or sponsored events, sing to entertain local elderly people, or support children in Vietnam. This is because the leadership of the school supports the individual enthusiasms and interests of the pupils and values their initiative and requests made through the school council. The council has suggested activities for the summer fair, choices of books for the library or puzzles for the playground. Pupil led after lunchtime clubs in history and craft has been initiated, following the pupils desire to involve their peers in their love for these subjects, which the leadership has encouraged and supported. Pupils have an outstanding sense of the school community and recognise that they all have a role to play.

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 proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils. 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 Vivien Sergeant	Reporting inspector
Mr Adam Gibson	Compliance team inspector (Headmaster, IAPS school)
Mr Nick Robinson	Team inspector (Headmaster, IAPS school)