



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Fosse Bank School

October 2021

Contents

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

School's Details

School College	Fosse Bank School			
DfE number	886/6066			
Registered charity number	1045435			
Address	Fosse Bank School Mountains Country House Noble Tree Road Hildenborough Tonbridge Kent TN11 8ND			
Telephone number	01732 834212			
Email address	office@fossebankschool.co.uk			
Headteacher	Miss Alison Cordingley			
Chair of governors	Mrs Jenna Crittenden			
Age range	2 to 11			
Number of pupils on roll	95			
	EYFS	31	Juniors	64
Inspection dates	12 to 15 October 2021			

1. Background Information

About the school

- 1.1 Fosse Bank School is a co-educational day school for pupils from two to eleven years of age. It was founded in 1892 and moved to its present 26-acre site in Hildenborough in 2004. It occupies a large Victorian House. The school is a charitable, non-profit making trust administered by a board of governors. The school is divided into two sections: the Early Years Foundation Stage (EYFS) and the junior department. Since the previous inspection, the school has developed its outdoor learning areas.
- 1.2 During the period March to August 2020, Years One to Six remained open only for the children of key workers. The Early Years Foundation Stage (EYFS) setting also remained open.
- 1.3 During this period of closure, the school provided remote learning materials for all pupils who did not attend the school.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than those in the EYFS and the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.8 The school aims for each child to reach his or her potential through a personalised education that the school intends to be underpinned by happiness and a passion for learning. It seeks to equip pupils with leadership skills, enabling them to develop high self-esteem, independence, resilience, perseverance, positive behaviour and relationships.

About the pupils

- 1.9 Pupils come from a range of backgrounds and mostly travel to the school from the local area. The school's own assessment data indicate that the ability of the pupils is above the national average compared to those taking the same tests nationally. The school has identified 26 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and specific learning difficulties. All of these pupils receive additional support either within or outside the classroom. No pupils have an education, health and care (EHC) plan. There are seven pupils for whom English is an additional language (EAL). Their needs are met by classroom teachers and support staff.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

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

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

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's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education in the junior department. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.8 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The school's safeguarding policy was updated satisfactorily during the inspection. However, it has yet to be implemented fully. Appropriate safeguarding training is not consistently in place for all staff, with the result that staff are not always clear about current safeguarding requirements. Safeguarding records do not reflect the requirements of current statutory guidance. The annual review of safeguarding is insufficient and does not reflect appropriate monitoring of safeguarding. The school has not always carried out checks of the barred list or, when appropriate, the lists of those prohibited from teaching or management before staff commence working at the school.
- 2.10 The standards relating to welfare, health and safety in paragraphs 9–16, 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, but those in paragraph 7(a) and (b) are not met.**

Action point 1

The school must implement an effective safeguarding policy [paragraph 7(a) and (b); EYFS 3.4, 3.6 and 3.7].

Action point 2

The school must put in place effective safeguarding training which enables governance, leadership and staff to understand and implement consistently the requirements of current statutory guidance [paragraph 7(a) and (b); EYFS 3.6].

Action point 3

The school must maintain safeguarding records in line with the requirements of current statutory guidance [paragraph 7(a) and (b); EYFS 3.4 and 3.7].

Action point 4

The school must ensure that, when appropriate, it carries out checks of the barred list and the lists of those prohibited from teaching or management before staff commence working at the school [paragraph 7(a) and (b); EYFS 3.7].

Action point 5

The school must ensure the appropriate monitoring of safeguarding, including through a suitable annual review [paragraph 7(a) and (b); EYFS 3.4 and 3.7].

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

- 2.11 The school makes appropriate checks to ensure the suitability of proprietors. The school does not use supply staff.
- 2.12 Whilst the school recently put in place an electronic single central register for recording recruitment checks, it has not completed all of the checks on staff required prior to the commencement of employment, nor recorded these accurately on the single central register of appointments.
- 2.13 The standard relating to the suitability of proprietors in paragraph 20 is met, but those in paragraphs 18 and 21 are not met.**

Action point 6

The school must ensure that required recruitment checks on staff are made prior to the start [paragraph 18(2)(c)(i), (ii), (iii) and (iv), 18(3); EYFS 3.9 and 3.11].

Action point 7

The school must ensure that recruitment checks are recorded accurately on the single central register of appointment as required [paragraph 21(1), 21(3)(a)(i), (ii), (iv), (v) and (vii), 21(3)(b), 21(4) and 21(6); EYFS 3.9 and 3.11].

PART 5 – Premises of and accommodation at schools

- 2.14 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.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

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

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

PART 7 – Manner in which complaints are handled

2.18 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.

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

PART 8 – Quality of leadership in and management of schools

2.20 The proprietor does not ensure 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.

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

Action point 8

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

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

Key findings

3.1 The quality of the pupils' academic and other achievements is sound.

- Achievement of pupils across almost all year groups and subjects is at least satisfactory and sometimes good.
- Overall, pupils progress at an appropriate rate. However, progress, particularly that of the most able, is limited because of insufficient challenge.
- Pupils demonstrate good speaking and listening skills. They leave school able to write fluently using age-appropriate grammar, spelling and punctuation.
- By Year 6, pupils solve number calculations confidently. However, their broader mathematical skills are restricted by limited opportunities to investigate and solve problems.
- Most pupils have restricted knowledge and skills with regard to computing.
- Pupils' research and study skills are not consistently developed as pupils move through the school.

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

- Most pupils show appropriate levels of self-understanding and self-reflection for their age.
- Children in the EYFS independently and confidently choose activities, while older pupils demonstrate good leadership skills and understand the importance of making responsible decisions.
- Pupils demonstrate a good understanding of spirituality and the non-material aspects of life.
- Most pupils exhibit limited confidence, and also a limited understanding about equality and ways in which they can benefit from understanding other cultures and nationalities.
- Most pupils understand how to keep themselves safe, including when online.

Recommendations

3.3 The school is advised to make the following improvements:

- Raise the attainment of all pupils through the effective analysis of data and setting of challenging targets.
- Enhance pupils' achievement and progress by raising expectations and incorporating a high level of challenge into all lessons.
- Support pupils in developing their information and communication technology (ICT) knowledge and skills in order that they can use ICT effectively to extend their learning across the curriculum.

- Strengthen pupils' range and application of study skills across all subjects.
- Deepen pupils' understanding and awareness of equality and how this relates to pupils' attitudes and behaviour on a daily basis.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is sound.
- 3.5 The achievement of most pupils across almost all year groups and subjects is at least satisfactory and sometimes good. Their successes, particularly when learning in the outdoors and forest areas, are underpinned by the school's aim for pupils to be happy and to develop a passion for learning. The vast majority of parent and pupil responses to the pre-inspection questionnaire were positive about all aspects of the school.
- 3.6 Externally standardised test data indicate that the attainment of most pupils, including those with SEND and EAL, is above age-related expectations for reading and mathematics. In the Early Years Foundation Stage (EYFS) most children make good and sometimes excellent progress, supported by the assessments made by staff which include the next steps required for learning and valuable input from parents. Overall, an appropriate rate of progress in relation to those of similar ability is maintained, with some variation in year groups. Although the school has appropriate standardised tests in place, these are not used effectively to support pupils' progress. Evidence from pupils' work shows that they successfully complete and understand work of increased difficulty in the material covered. However, low expectations and insufficient challenge, particularly for those pupils who are most able, inhibits pupils' progress and attainment in all subjects and year groups.
- 3.7 Pupils' knowledge and skills for learning are appropriate for their age in most areas, underpinned by an appropriate curriculum and suitable schemes of work. By Year 6 most pupils have developed appropriate geographical knowledge and skills. Pupils' work indicated that they use maps confidently to locate countries, cities and geographical features and have an appropriate understanding of concepts such as latitude, longitude, Northern and Southern hemispheres, the equator and time zones. During an upper junior geography lesson, pupils demonstrated an understanding of renewable energy and enthusiastically worked together in groups to produce working models of wind turbines. As shown through the scrutiny of work, in history, most pupils demonstrate an understanding of chronology and changes over time. They display an awareness of the impact of significant historical events such as the effect of the great plague of London on society in the 1600s. When studying the history of medicine, older pupils effectively contrasted attitudes to mental health in the past and now. During discussions and in their responses to the questionnaires, pupils stated strongly that they achieve more in their lessons because teachers encourage them and motivate them to learn, and they can ask teachers for help if they do not understand. Although appropriate resources are in place for most subjects, the overuse of unchallenging worksheets limits progress and attainment. Most marking is positive against clear learning intentions. However, some marking does not support pupils to learn or make progress swiftly as it does not help pupils to identify and correct errors and misconceptions.
- 3.8 A culture of literacy within the school, a range of appropriate resources and many opportunities for reading and writing contribute strongly to successful outcomes for most pupils in communication, language and literacy. Most pupils use age-appropriate grammar, spelling and punctuation and demonstrate good speaking and listening skills. Most pupils listen and respond respectfully to adults and their peers expressing themselves clearly using a wide range of vocabulary. The pupils participate confidently in presentations, assemblies and class discussions appreciating different viewpoints and encouraging others to speak and contribute. During discussions in lessons, older pupils were observed listening attentively to each other and contributing their ideas with confidence, encouraged by their teachers who reminded them to listen attentively when someone was speaking and to ensure that everyone had the opportunity to speak. However, in a small number of lessons some pupils persist in conducting private conversations rather than in engaging in the lesson, responding to the teacher and

discussing their learning appropriately in pairs or in groups. The vast majority of pupils read fluently with good comprehension. By the end of Year Two, most pupils read confidently at a level above their chronological age. Young EYFS children were observed effectively applying their phonic knowledge to decode words. During discussions pupils stated how much they enjoyed reading including the frequent drop everything and read sessions that occur throughout the school. By Year 6, pupils write fluently for a variety of purposes. They plan their writing carefully, effectively re-drafting to improve the quality of their work, as seen when older pupils retold a story about another world.

- 3.9 As they move through the school most pupils develop good skills in number. By Year 6, they calculate confidently using the four rules of number so that the overall attainment of most pupils in standardised tests for mathematics is above age-related expectations. However, scrutiny of pupils' work, discussions with pupils and lesson observations indicate that pupils' understanding of broader mathematical concepts is not as well developed. This is due to restricted opportunities to investigate and solve problems including those involving length, mass, capacity, time and data handling.
- 3.10 Some pupils use ICT effectively to support their learning across the curriculum, such as when using games, writing and when designing posters and presentations. However, most pupils have limited knowledge and skills with regard to computing and have not developed skills such as the use of programming languages and logic to solve computational problems.
- 3.11 The majority of pupils are developing appropriate study skills for their age. They draw knowledge effectively from sources to which they have been directed and recall relevant information. Younger pupils were able to write extended sentences about dinosaurs when provided with a range of facts. However, research and study skills, including analysing hypothesising, asking higher order questions and synthesising data, are not consistently developed as pupils move through the school.
- 3.12 Pupils enjoy a broad range of extra-curricular activities including art, cookery, chess, gymnastics, football, rugby, netball, ballet and construction. These activities contribute strongly to pupils' achievements and personal development. They demonstrate good skills in running, jumping, throwing and catching. Pupils spoke enthusiastically about taking part in competitive games and in matches against other schools stating that these experiences help them to improve their skills whether they win or lose. They are usually successful in gaining places of their choice for the next stage of their education and occasionally achieve academic awards outside school.
- 3.13 Most pupils' attitudes to learning are positive. Most are enthusiastic, keen to learn and work well together in groups and in pairs as observed in the forest area when older pupils worked collaboratively to build a fire and bake bread. Children in the EYFS take responsibility for their learning, confidently engaging in a range of activities particularly in the outside classroom.
- 3.14 Newly appointed governors have acknowledged areas for the development of pupils' academic and other achievements and are supportive of leaders' strategies to raise standards across the school. This includes the development of monitoring of all pupil achievements across the curriculum.

The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is sound.
- 3.16 The majority of pupils show appropriate levels of self-understanding and self-reflection for their age. All parents who responded to the questionnaires stated that the school enables their children to be confident and independent with strong social skills. Pupils' personal development is supported by teachers' strong knowledge of pupils and their families. During discussions with inspectors, most pupils were confident and articulate, reflecting thoughtfully on their strengths and weaknesses including how to improve their own learning. For example, during discussions with inspectors, older pupils spoke about how they had good ideas but sometimes struggled to write these down particularly for extended pieces of writing. They stated that planning their writing, re-drafting and persistence enables them to be more effective writers. They spoke proudly about their work and said that teachers

recognise when they try hard, and that this encourages them to try even harder. From Year One, some marking encourages pupils to reflect on the quality of their learning. However, this is not embedded throughout the curriculum which inhibits pupils taking responsibility for their learning and independently pursuing more challenging aspects of their work. Older pupils stated that personal, social, emotional, and health education lessons (PSHE) enabled them to reflect on their emotions and ways they could improve as people such as being honest and kind. Children in the EYFS were observed reflecting on their learning as they engaged in a variety of challenging play activities. Pupils of all ages were observed in the forest area reflecting deeply on themselves in relation to nature. By the time they leave the school, most pupils have developed the skills necessary for the next stage of their education.

- 3.17 During discussions with a wide range of pupils, most older pupils stated that they understood the importance of making responsible decisions as they were preparing to move on to senior school. Children in the EYFS were observed turn-taking and sharing when playing a game. Adults carefully support children's learning knowing when to intervene and when to step back to enable children to reflect independently and choose confidently activities that take their learning to the next stage. During lunchtime the vast majority of pupils independently choose healthy and balanced meals, supported strongly by the catering staff who enable pupils to understand the nutritional value of the choices they make at an age-appropriate level.
- 3.18 During discussions older pupils demonstrated a good understanding of spirituality and the non-material aspects of life, stating that spirituality is something beyond the physical body. Pupils spoke about the way in which their experiences in the forest area enable them to reflect on nature and what is important in life. They also spoke warmly about their support for an African school and described how a parent from their school had visited the school whilst in Africa and linked the two schools using an online platform. This enabled them to communicate and to sing songs to each other. Pupils stated strongly that this was a special and spiritual experience.
- 3.19 By the time they move on to secondary education, most pupils have a well-developed moral sense. Older pupils speak confidently about the need for rules and the importance of accepting responsibility for their own behaviour, including towards others. Pupils state strongly that the school's golden rules and messages displayed around the school remind them of behavioural expectations, particularly showing respect to one another and being kind and helpful. They particularly highlight that the school's TAG system, whereby they tell a person how they feel, ask them to stop and get an adult, enables them to manage any unkind behaviour independently, whilst at the same time knowing that adults are always available to support them when required. These strategies to enhance pupils' moral development are supported effectively by most teachers through the use of circle time where pupils and staff discuss the reasons for any inappropriate behaviour, consider suitable and fair consequences, ways of putting things right and how everyone involved can move forward. Although pupils clearly articulate expectations of behaviour, some low-level boundary pushing, and attempts to dominate attention were observed from some male pupils during lessons and during break times. This resulted in some female pupils stepping back and not contributing their views and opinions.
- 3.20 Older pupils develop good leadership skills through a range of leadership opportunities, particularly those provided in the top part of the school. Pupils are willing take on roles of responsibility, including becoming school counsellors, house captains, sports captains and prefects. Many pupils are involved in activities that benefit others, within school, the local and wider community. For example, pupils engage willingly with coffee mornings organised to raise funds for a cancer charity, harvest festival where food goes to a local foodbank, overseas aid for a children's charity and supporting a school in Africa including the provision of books and teaching resources.
- 3.21 The majority of pupils have an awareness of cultures other than their own and are respectful of each other's differences. Within the curriculum there are some examples where themes of cultural understanding and diversity generate deep learning. For example, during discussions older pupils spoke about the wrongfulness of racism when Rosa Parks was arrested in 1955 for refusing to give up

her seat on a bus to a white person. They also referred to the *Black Lives Matter* movement and said that it had made them more aware of racism and that people can be treated unfairly because of the colour of their skin or their nationality. However, pupils exhibit a limited understanding of how biased attitudes can be deep-rooted so that people may not be aware of them. For example, when speaking about aid they give to local, national and international charities, they articulate physical ways that they can help others in need such as providing food and shelter. However, most pupils do not relate these actions to principles of equality and human rights and ways in which they can benefit from other cultures and nationalities.

- 3.22 Most pupils understand how to keep themselves safe including mentally and online. They know not to share personal information and to tell an adult if they receive a communication from someone they do not know or messages that may be abusive. They speak about danger from strangers but are less sure with regard to boundaries linked to appropriate touching as presented to them in an assembly organised by the NSPCC. During discussions older pupils spoke positively about PSHE lessons which enable them to understand changes that they are experiencing as part of growing up and how to keep healthy in body in body and mind.

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, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended 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

Dr Patricia Preedy

Reporting inspector

Mr Jeremy Gibson

Compliance team inspector (Adviser, ISBA)

Mrs Sarah Hollis

Team inspector (Headteacher, IAPS school)