



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Hawkesdown House School**

**March 2022**

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### School's Details

<b>School</b>	Hawkesdown House School			
<b>DfE number</b>	207/6400			
<b>Address</b>	Hawkesdown House School 27 Edge Street Kensington London W8 7PN			
<b>Telephone number</b>	020 7727 9090			
<b>Email address</b>	admin@hawkesdown.co.uk			
<b>Head</b>	Mrs Sarah Gillam			
<b>Proprietor</b>	Hawkesdown House Partnership			
<b>Age range</b>	2 to 8			
<b>Number of pupils on roll</b>	50			
	<b>EYFS</b>	27	<b>Pre-prep</b>	33
<b>Inspection dates</b>	1 to 4 March 2022			

## **1. Background Information**

### **About the school**

- 1.1 Hawkesdown House is an independent co-educational pre-preparatory day school founded in 2000. The Early Years Foundation Stage (EYFS), for Nursery and Reception, and the pre-prep for Years 1, 2 and 3, are housed in traditional buildings in a residential area of Kensington. The school is owned by a partnership. Governance is provided by the partners, the group director of education and members of a panel of advisers, as required. Since the previous inspection a new head has been appointed.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### **What the school seeks to do**

- 1.3 The school aims to be a safe place where people are kind and considerate, enabling pupils to start their school lives happily and confidently whilst developing early friendships based on respect for others. It strives to foster a joy of learning and to be a place of fun and success which pupils will remember with warmth. It aims to provide an excellent education and appoint teachers who impart their knowledge with passion and who challenge the pupils' minds and imagination. It seeks to ensure that pupils are encouraged to flourish and achieve both independent expression and cheerful teamwork.

### **About the pupils**

- 1.4 Nationally standardised test data provided by the school indicate that the ability of the pupils on entry is above average compared to those taking the same tests nationally. The school has identified 11 pupils as having special educational needs (SEND) who receive additional specialist support. Four pupils in the school have an education, health and care (EHC) plan. Twenty-three pupils have English as an additional language (EAL), 13 of whom are receiving additional support for EAL. The needs of more able pupils are met by providing extension work within the classroom and through access to specialist coaches and facilities.

## 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 (EYFS) 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.

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](#).

## 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'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. 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 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.
- 2.9 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**

- 2.10 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. 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.

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

## **PART 6 – Provision of information**

2.14 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.

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

## **PART 7 – Manner in which complaints are handled**

2.16 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.

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

## **PART 8 – Quality of leadership in and management of schools**

2.18 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.

**2.19 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.

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

#### Key findings

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

- Most pupils' attainment in English and mathematics is high; a good rate of progress is maintained throughout the school.
- Most pupils develop excellent knowledge, skills and understanding across the curriculum, including excellent study skills of working independently, hypothesis and synthesis of information.
- Pupils have excellent communication skills that are fostered within an environment of rich language.
- Pupils throughout the school are excellent mathematicians; they calculate confidently and apply their knowledge effectively when solving problems.
- Most pupils' attitudes to learning are excellent; they are enthusiastic learners showing great delight when they and others succeed.

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

- Pupils show exceptionally high levels of self-understanding for their age; most pupils are self-reflective and able to evaluate their strengths and areas for development.
- Pupils' social awareness is excellent; all pupils value friendship and are keen to form positive relationships with each other.
- Pupils demonstrate an excellent understanding of how to be physically and mentally healthy, particularly in terms of diet, exercise, and a balanced lifestyle.
- Most pupils understand right from wrong although a small number are still developing their self-control in all situations.

#### Recommendations

3.3 In the context of the excellent outcomes, the school may wish to consider the following improvements.

- Extend pupils' learning through providing additional opportunities outside of the curriculum.
- Enable all older pupils to take more responsibility for their behaviour.

## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils achieve highly throughout the school in line with the school's aim to provide an excellent education and with teachers who impart their knowledge with passion and who challenge the pupils' minds and imagination. The overwhelming majority of responses from parents to the pre-inspection questionnaires were positive about all aspects of the school with all those who responded stating that teaching, including online provision, enables their children to make progress. Inspection evidence supports these views. School leaders and governance contribute strongly to the success of pupils by supporting an open and nurturing culture that enables excellence and high standards within a context of praise and celebration of pupils' efforts and work.
- 3.6 Most pupils attain at levels above expectations for their age in English and mathematics. A high rate of progress is maintained throughout the school. The achievement of pupils with SEND or EAL is excellent, as shown by the rapid progress they make in relation to their starting points. Teacher assessments in the EYFS indicate that most children exceed the early learning goals by the end of Reception. Children make excellent progress across all areas of learning and are prepared well for the next stage of learning. Pupils are supported in their learning by excellent teaching which includes detailed assessment, tracking, analysis of data and planning to meet the needs of all pupils including those with SEND and the more able. Most pupils are successful in gaining places for the next stage of their education as a result of the school effectively preparing pupils for entrance requirements and supporting parents in the application process.
- 3.7 Pupils develop excellent knowledge, skills and understanding across the curriculum. During discussions pupils spoke proudly about their work and how teachers help them to learn and make progress. They said that their learning is particularly improved by the way teachers encourage them to try hard and the way they mark their work indicating what they have done well and what they need to do next. They say that their work is better because they are given time to reflect on how to improve their work and to respond to the teacher's marking using their purple pens. Throughout the school pupils use information and communication technology (ICT) competently and effectively to enhance their learning across the curriculum. For example, in the EYFS, children independently took pictures of words they had created using letter blocks. They engaged in much discussion about the quality of the pictures created including the background and the quality of the image produced.
- 3.8 From an early age pupils develop strong scientific skills including observation, classification, measuring and predicting. For example, younger pupils in the pre-prep predicted accurately whether an egg would float or sink in water with or without salt added. They concluded accurately that the egg floated because the water with the salt is denser than the water without. In history, pupils demonstrate an understanding of chronology and changes over time, and the impact of significant events on humanity. For example, during a presentation by a visitor dressed as a Viking, pupils were presented with a wide range of artefacts. When handling these, pupils demonstrated their extensive knowledge of this period in history and asked pertinent questions to develop further their knowledge and understanding.
- 3.9 All pupils enjoy taking part in performances throughout the school year where they can showcase their musical talents. Pupils were observed during assembly singing tunefully and with great enthusiasm whilst marching around the hall showing parents and friends the costumes they were wearing for World Book Day. By Year 3 the majority of pupils understand harmony, melody and rhythm. They recognise the value of musical notes and can read simple music associating the notes with particular sounds. Younger children in the EYFS develop musicality through improvisation using voice and a range of untuned instruments. Opportunities for pupils to develop their musical abilities further are sometimes restricted through lack of creative opportunities and challenge. From an early age, pupils use a range of tools and materials to produce a wide range of excellent work in art. For example, young Nursery children drew independently and accurately their own bees after studying

the form, shape and colour of bees from pictures. Older pupils created intricate geometric patterns and tiles drawing upon the features of Islamic art and design.

- 3.10 Pupils have excellent communication skills that are fostered within an environment of rich language. This includes excellent use of the school's library where pupils throughout the school enjoy reading a wide variety of books. The majority of pupils listen and respond respectfully to adults and their peers, expressing themselves confidently using a wide range of vocabulary. For example, older pre-prep pupils demonstrated mature skills in communication when presenting a balanced argument with regard to the pros and cons of air travel. Most pupils participate confidently in presentations, assemblies and class discussions. During discussions with inspectors, older pupils were articulate and mostly listened attentively to each other, encouraging everyone in the group to contribute. By the end of Year 3 the vast majority of pupils read confidently at a level well above their chronological age.
- 3.11 From Nursery, children develop excellent oral skills as a result of highly skilled support from staff who constantly model and re-enforce language ensuring that the children's receptive and expressive language skills are developed to a high level. Reception children have an excellent understanding of the sounds letters make and their writing, speaking and listening skills develop rapidly as they mature and grow in confidence. Children in the EYFS enjoy books and stories and enact these imaginatively in attractive role play areas. For example, in the café children ordered a meal and discussed payment including change, before one of the children drove them in a taxi to a store in London. By Year 3, most pupils write fluently for a variety of purposes. They plan their writing effectively and use grammar, spelling and punctuation well above age-related norms. For example, older pre-prep pupils wrote an excellent play script in the correct format. They used extensive vocabulary and a wide range of punctuation including exclamation and question marks and created an outstanding description of an imaginary animal using highly effective imagery and vocabulary.
- 3.12 Pupils throughout the school are excellent mathematicians. By Year 3 they calculate confidently using the four rules of number and apply their knowledge effectively when solving problems. Nursery children demonstrated an excellent correspondence of numbers to ten. They took it in turns to show a number with their fingers, make the number using equipment and then clapped and jumped the number. This multi-sensory and practical approach enables EYFS children to develop strong mathematical concepts which underpin their later high mathematical outcomes. Younger pre-prep pupils explained accurately the terms numerator and denominator. They understood how to calculate a fraction of a number and how to add fractions accurately, understanding why the denominator remains unchanged. Older pre-prep pupils demonstrated excellent instant recall of tables to twelve, understanding the relationship between multiplication and division. They successfully collaborated to connect the Fibonacci sequence to the real world, using this knowledge to create a spiral. From an early age, pupils are supported by staff in forming their numbers correctly and independently setting out their work clearly and systematically, which greatly enhances their mathematical skills and development.
- 3.13 Most pupils demonstrate excellent study skills. They draw knowledge from a wide range of sources, hypothesise, synthesise information and apply their knowledge to new situations. Many pupils spontaneously ask higher-order questions and are creative and persistent in finding solutions to problems. For example, older pre-prep pupils used a range of resources including internet searches, to investigate how to care for an elephant. They effectively synthesised a wide range of information in order to produce a set of clear written instructions.
- 3.14 Pupils of all ages engage successfully in activities additional to the curriculum. The majority of pupils have achieved high levels of success in learning to play the piano. They have also demonstrated their talents singing at a local care home and when displaying their art work at a local book shop. Pupils have enjoyed success at chess and football tournaments. Opportunities to take part in additional activities and competitions has been restricted by COVID-19 regulations and this is now an area that the school is focusing on for development.

- 3.15 Most pupils' attitudes to learning are excellent. They are enthusiastic learners showing great delight when they succeed. Overall, pupils work well together in groups and in pairs collaborating effectively on the wide range of practical challenges provided by teachers in all subjects. For example, children in the EYFS engaged confidently in a range of activities including those in the outside learning area. During a judo lesson all pupils enthusiastically and safely demonstrated a throw and fall routine. Due to their excellent attitudes pupils were able to extend their learning with a more advanced turning throw. Throughout the school pupils are highly respectful of the opinion of others. They encourage each other and are delighted when others achieve success.

### **The quality of the pupils' personal development**

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 Pupils demonstrate exceptionally high levels of self-understanding for their age, in response to the school's aim to be a safe place where people are kind, friendly and considerate. Most parents who responded to the pre-inspection questionnaires stated that the school helps their children to be confident and independent. Inspection evidence supports this view: throughout the school pupils thrive within an ethos of support underpinned by well-established routines. For example, during registration older pupils demonstrated an excellent understanding of morning routines, following instructions on the board and then focusing independently on the task of handwriting practice in a quiet and calm classroom environment. Most pupils welcome new challenges as an opportunity to extend their learning, are self-reflective and able to evaluate their strengths and areas for development. This is because teachers know the pupils extremely well and support them in developing their self-awareness and personal skills. Pupils respond well to the provision of a range of stories and tools that support their understanding of emotions and behaviour. For example, during a literacy lesson linked to World Book Day, all of the younger pre-prep pupils demonstrated excellent understanding of the feelings portrayed by Humpty Dumpty. They used a wide range of appropriate vocabulary such as worried, frustrated and nervous to communicate Humpty's feelings and then made excellent links from the story to their own feelings. They stated confidently that the message of the story was to take one step at a time, to be resilient and to persevere.
- 3.18 Pupils of all ages make thoughtful and sensible decisions and appreciate how these decisions can affect them. During discussions, most older pupils stated that they understood the importance of making responsible decisions, including deciding their next school. Throughout the school, pupils manage their time well, supported by staff who give them time to reflect and consider their learning and the decisions that they make. From an early age pupils choose lunch, eat independently and clear away when finished. Children in the EYFS decide confidently what direction their play and learning will take as they follow their imagination in selecting their choice of activity and resources. At the start of the school day, children self-registered independently and eagerly chose from a wide range of creative activities that enable them to build upon their interests in a sustained way. Having decided to go on a bear hunt, children playing in the outside area were observed selecting blocks and materials and collaboratively making a pathway. The school council takes meaningful decisions that impact pupils' lives in school. For example, about the purchase of games to be used during playtimes and party celebrations for the Queen's platinum jubilee.
- 3.19 Pupils throughout the school appreciate strongly the non-material aspects of life. They are supported in their excellent spiritual development by the school's caring ethos and commitment, a strong personal, social and emotional programme of learning and a creative curriculum which provides many opportunities for spiritual reflection. Such opportunities include time for calm reflection during lessons. During discussions older pupils spoke convincingly about things that were more important than money, such as kindness. They gave many examples of kindness including giving your tooth fairy money to a homeless person. When writing letters to Greenpeace, younger pre-prep pupils expressed their opinions and concerns regarding the effect of products containing palm oil and its impact on orangutans. They stated strongly that they would tell their parents not to buy products containing

palm oil. Through the Easter story and reflecting on the actions of Judas, pupils showed a mature understanding of betrayal and forgiveness. During the inspection week pupils watched in wonderment as chicks hatched from eggs in an incubator, stating that this made them feel happy and excited.

- 3.20 Most pupils understand right from wrong. This was exemplified in older pre-prep pupils' written work in which they explored dilemmas about justice through thoughtful comparison of the reasons and consequences for Anglo-Saxon crimes and modern-day crimes. All parents who responded to the pre-inspection questionnaire stated that the school actively promotes good behaviour. During discussions older pupils spoke with great confidence about the importance of Jack the school bear and the values that he promotes which include kindness, respect, forgiveness and honesty. They said that it was particularly important to be kind and not to stand back if someone is being unkind. Pupils felt that rewards and consequences given by teachers are fair and that teachers help them to resolve issues such as when they have disagreements with their friends. During assembly all pupils collectively celebrated those who received a variety of rewards including for community spirit and doing their best work. A small number of older pupils are still developing their self-control in all situations. Teachers are aware of this and communicate consistently high expectations to help these pupils develop further. They use appropriate strategies to address this. For example, during an English lesson older pupils responded positively to the visual cue of a behaviour ladder on the classroom wall. Without requiring verbal input from the teacher, they regularly checked to see how they were behaving and adjusted their behaviour positively if required.
- 3.21 Pupils' social awareness is excellent. All pupils value friendship and are keen to form positive relationships with each other. Most collaborate well and support each other in achieving common goals and solving problems. Children in the EYFS were observed making playdough together, each carefully contributing a small step to achieve their joint goal of making their own playdough using a recipe consisting of flour, salt, water and food colouring. Reception children collaborated effectively to write and illustrate independently parts of a storybook which they then shared with younger pre-prep pupils. Pupils demonstrate excellent qualities of leadership, contributing strongly to the school community. They are helpful, willing and volunteer to take on responsibilities including being school councillors, charity prefects and house captains, which they fulfil well.
- 3.22 Pupils throughout the school demonstrate an excellent understanding of the circumstances of those less fortunate than themselves. During discussions, older pupils spoke convincingly about the needs of others including the homeless and victims of war. A culture of helping others permeates the school. For example, during book week pupils brought books from home to give to a charity which distributes books to less fortunate children. Throughout the school, pupils show excellent respect for and appreciation of their own and other cultures, demonstrating sensitivity and tolerance to those from different backgrounds and traditions. During discussions pupils referred to their personal, social and health education (PSHE) lessons and how these have helped them to understand British values and the importance of respecting others and treating everybody equally. Pupils' cultural understanding is greatly enriched when the school effectively draws upon its diverse nature by inviting families and staff to share their own cultures and traditions. For example, families from Africa, China and Japan have shared their traditional costumes, language, food, music and stories enabling pupils to understand and appreciate a variety of cultural traditions. In the EYFS, children demonstrated excellent awareness of the different cultures within the group, enthusiastically greeting their peers in their native languages by singing 'good morning' in Chinese, French, Croatian and German after the greeting was modelled by the relevant children.
- 3.23 Pupils demonstrate an excellent understanding of how to be physically and mentally healthy, particularly in terms of diet, exercise, and a balanced lifestyle. For example, younger pre-prep pupils clearly explained the need for stretching prior to exercise and then performed a series of stretches before commencing a judo lesson. During discussions, pupils were highly confident in naming adults within the school to whom they could turn if they were worried or concerned. They had extensive knowledge about how to stay safe online including not sharing passwords or befriending strangers.

They said that their PSHE lessons help them to understand consent and respect for their personal space and bodies. The safety and well-being of pupils throughout the school is a high priority for governance and staff. The vast majority of parents who responded to the pre-inspection questionnaires stated that the school safeguards their children effectively and inspection evidence confirms this.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor and group director of education, 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. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Dr Patricia Preedy	Reporting inspector
Mr Giles Kentigern Brand	Compliance team inspector (Bursar, HMC and GSA school)
Mrs Annette Nightingale	Team inspector (Senior teacher, IAPS school)