



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Oakhyrst Grange School

June 2019



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School's Details

School College	Oakhyrst Grange School			
DfE number	936/6139			
Registered charity number	325043			
Address	Oakhyrst Grange School 160 Stanstead Road Caterham Surrey CR3 6AF			
Telephone number	01883 343344			
Email address	office@oakhyrstgrangeschool.co.uk			
Headmaster	Mr Alex Gear			
Chair of governors	Mrs Brenda Davis			
Age range	3 to 11			
Number of pupils on roll	155			
	Boys	72	Girls	83
	EYFS	40	Years 1 and 2	40
	Years 3 to 6	75		
Inspection dates	25 to 27 June 2019			

1. Background Information

About the school

- 1.1 Oakhyrst Grange School is an independent co-educational school catering for boys and girls between 3 and 11 years of age. It was founded in 1950 as a private day school for boys and moved to its current location in 1957. The school is a registered charity and a company limited by guarantee with a governing body. It is divided into three departments: Early Years Foundation Stage (EYFS); Years 1 and 2 and Years 3 to 6. Since the previous inspection the school has installed an all-weather games facility, developed outdoor learning, refurbished the indoor swimming pool and re-structured the senior leadership team.

What the school seeks to do

- 1.2 The school is committed to providing a family environment that is supportive and enjoyable. It seeks to provide individuals with opportunities to maximise their potential through an extensive curriculum with participation in a wide range of sporting, dramatic, artistic and musical activities.

About the pupils

- 1.3 Most pupils come from professional families and are of white British heritage. Data provided by the school indicate that the ability of the pupils is above average for those pupils taking the same tests nationally. The school has identified 25 pupils as having potential special educational needs and/or disabilities (SEND). Seven of these pupils receive additional support individually, in small groups and within the classroom in order to meet their needs which include dyslexia. One pupil has an education, health and care (EHC) plan. There are seven pupils for whom English is an additional language (EAL). None of these pupils require additional support. More able pupils are given opportunities to extend their learning in the classroom and through enrichment activities. Pupils who are talented in sport and the creative arts are given opportunities to extend their skills by taking part in a range of competitions and clubs.

2. Regulatory Compliance Inspection

Preface

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

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

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

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

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

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

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#).

Key findings

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

PART 1 – Quality of education provided

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

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

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

PART 6 – Provision of information

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

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

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

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

3. Educational Quality Inspection

Preface

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

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

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Lower Kindergarten	Nursery
Kindergarten	Reception

Key findings

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

- By the end of Year 6 overall attainment in English and mathematics is above that expected for pupils' age and in line with their ability on entry. Pupil progress is accelerated in the final three years so that most pupils make the progress expected in relation to their ability.
- Most pupils are confident and articulate; they are able to read fluently with understanding and to write using cursive script and appropriate grammar, spelling and punctuation. Pupils' manipulation of number is generally stronger than other numerical skills such as geometry and problem-solving.
- By the end of Year 6 pupils have developed good information communication technology (ICT) knowledge, skills and understanding although further progress is hindered by the limited opportunities to use ICT across the curriculum.
- Pupils have developed good study skills by the time they leave school, but do not routinely draw knowledge from a variety of sources and apply knowledge to new situations.
- Pupils enjoy a good measure of success in a wide range of extra-curricular activities and local and national competitions, including in music, games and drama.
- The vast majority of pupils are exceptionally well-behaved in class and positive about their learning, although the planning of some lessons limits pupils' opportunities to develop independence and to work collaboratively.

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

- By the time they leave the school, most pupils are emotionally mature and have developed the skills necessary for the next stage of their lives. They are able to take into account a variety of factors when making decisions.
- Pupils are beginning to reflect with maturity on the meaning of spirituality and how these aspects contribute to humanity.
- The vast majority of pupils are exceptionally well-behaved. They are quick to challenge any unkindness showing no tolerance for bullying. Throughout the school pupils form productive relationships with each other and are able to work together across year groups in order to achieve common goals.
- Pupils with responsibilities successfully fulfil them. Pupils support a wide range of activities that greatly benefit others within school and the wider community. Pupils do not always appreciate how the culture, traditions and experiences of others enrich their own.

Recommendations

3.3 The school is advised to make the following improvements:

- Implement a formal tracking system in order to monitor the progress and attainment of all pupils and the effectiveness of interventions.
- Provide appropriate support and challenge for all pupils in lessons in order to accelerate the already firm progress that pupils make throughout the school.
- Increase opportunities for all pupils to develop their independence in order that they are able to take leadership and show initiative in their learning.
- Provide opportunities across the curriculum that enable all pupils to develop their spiritual and philosophical understanding and their appreciation of different cultures and traditions.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 The school is successful in meeting its aim to provide individuals with opportunities to maximise their potential through an extensive curriculum. The school does not take part in National Curriculum tests, but on the available evidence, including the school's results from standardised tests, scrutiny of work, lesson observations and discussions with pupils, overall by the end of Year 6 pupils' attainment in English and mathematics is above that expected for their age and in line with their ability on entry. Pupil progress is accelerated in the final three years so that most pupils make the progress expected in relation to their ability. Most pupils with special educational needs and or disabilities (SEND), English as an additional language (EAL) and the more able achieve the expected level in relation to their ability. Although the school has begun to use analyses of assessment data to monitor the progress and attainment of all pupils, it does not yet have in place a formal tracking system which enables consistent monitoring of pupil outcomes and an evaluation of the effectiveness of interventions.
- 3.6 The Early Years Foundation Stage profile data (EYFSP) and baseline tests indicate that most children exceed age-related expectations. Children's learning is enhanced by access to a variety of activities inside and outside of the classroom, influenced by discerning observation of children's interests and learning needs. For example, children were able to play with dinosaurs in the sand and to write postcards from places where they had travelled in their imagination. When given opportunities to learn and play in the school's woodland environment they are particularly able to develop the balance, fine and gross motor skills needed for successful learning. Most children are able to listen attentively to stories and can name with confidence the initial sounds of the alphabet and blend sounds together to make simple words. The vast majority of children are able to form their letters and numbers correctly. They have a good understanding of number up to twenty and are able to add and subtract confidently using number lines and equipment. Staff members have a good awareness of children's needs and accelerate their learning with warm and supportive comments. Pupils less frequently initiate learning or demonstrate deeper understanding of subject matter, often because they are restricted by over-directed teaching and closed questioning. Following a recommendation from a previous inspection, the school has encouraged parents to participate in their children's learning through the introduction of an electronic system of assessment that enables them to communicate directly with staff.
- 3.7 Pupils demonstrate good knowledge and skills and their learning is secure in most areas. Detailed schemes of work are used as a basis for lesson planning, but because these do not always take into account assessments and ways to meet pupils' individual needs, the progress and attainment of some pupils is restricted. Pupils take great care with their handwriting and illustrations. In Years 4 to 6 most pupils are able to improve the quality of their work as a result of oral feedback from their teachers and marking which identifies their attainment against clear learning criteria and next steps for improvement. During discussions about their work, pupils were able to demonstrate ways in which they had re-drafted and improved their writing. For example, Year 6 pupils were able to reflect on their narrative writing and identify that it could be improved by using effective figurative language, relative clauses and powerful vocabulary. Marking in the lower school includes positive general comments but is frequently linked insufficiently to clear learning intentions and ways to improve.

- 3.8 In music pupils demonstrate good skills in composition, appreciation of music and performance. A large majority of pupils can play an instrument and are able to perform confidently as a result of taking part in a range of events. In art and design most pupils demonstrate good knowledge of artists and are able to critically analyse their styles and techniques. Pupils' artwork is sometimes limited by copying the work of others including that of the teacher, rather than developing their own ideas. Pupils' knowledge of scientific facts is good. Their skills and understanding are enhanced where they are given opportunities to question, conduct investigations and use a range of methods to record their findings. For example, Year 4 pupils were able to investigate materials to discover the best insulator and present their findings using diagrams and a table that they had drawn independently to best represent the data. Pupils' physical development is excellent, as seen in their high levels of co-ordination and balance in physical education lessons and during their play in the woodland area. They are able to enhance their skills and confidence through a wide range of sports including swimming, football, netball, cross-country running, dance, table tennis, hockey and cricket. Most pupils demonstrate a good understanding of key historical events and periods in Britain and the wider world, although during discussions some pupils were not confident in their understanding of where these events occurred on a timeline. In geography most pupils demonstrate a good understanding of countries, continents and geographical features. Some younger pupils were not able to relate colouring-in the continents on a map to previous work on countries and the British Isles. Older pupils understand how factors such as tourism and climate change can affect their world. For example, in a Year 4 geography lesson pupils tracked the journey of a banana based on their research into our carbon footprints.
- 3.9 Most pupils are confident and articulate communicators. They are able to read fluently with understanding from an early age and to listen attentively to others. Their writing skills are good with the majority using cursive script and appropriate grammar, spelling and punctuation. When given the opportunity to share their ideas, they are able to discuss their learning at a high level. For example, in a Year 5 English lesson pupils were able to discuss how to make short stories that they had written collaboratively more engaging for the reader by using techniques such as alliteration. By the end of Year 6 most pupils are able to use language imaginatively and can plan and write logically in a variety of genres. For example, Year 6 pupils were able to write balanced arguments demonstrating their ability to present information from different perspectives.
- 3.10 From the start of the EYFS, pupils achieve good levels of numeracy. Although confident when doing numerical calculations, they are less confident when problem-solving and applying their mathematical knowledge and skills across the wider aspects of mathematics and other subjects. Where such opportunities are provided pupils are able to apply their mathematical skills to a high level. For example, Year 6 pupils were able to find angles in a painting by a Cubist artist and create their own piece of art with specific angles and use of geometric shapes.
- 3.11 By the end of Year 6 pupils have developed good information communication technology (ICT) knowledge, skills and understanding, although further progress is hindered by the limited opportunities to use it across the curriculum. Older pupils demonstrate good knowledge and skills and are able to use a range of software to produce algorithms using code. For example, Year 6 pupils produced sprites (digital images) that required creating a character and catching an object. In an upper school games lesson, pupils were able to record those bowling in order to provide feedback on ways to improve their performance.

- 3.12 Pupils are developing good study skills. They have a positive attitude which contributes to their success and enjoyment of learning. They are able to concentrate, recall information and reason logically. However, they are less able to take leadership and show initiative in their learning as opportunities to draw knowledge from a variety of sources, think for themselves independently and apply knowledge to new situations are limited. A small number of parents who responded to the questionnaire referred to pupils doing extended topic projects at home with a great deal of input from parents. In discussion pupils said that they did not learn much from this work and the comments written by the teacher were for their parents and did not apply to them.
- 3.13 Pupils have a good measure of success in scholarships and competitions particularly in music, drama and sport. A large majority of pupils are able to improve their musical skills and performance through choirs, orchestra and a range of wind and string ensembles. For example, the school's chamber choir and many individual instrumentalists recently gained distinctions at a local music festival. Several pupils have achieved good and excellent success in external music examinations. Pupils have achieved a good range of individual and team successes in sporting competitions, including netball, hockey and athletics.
- 3.14 Pupils have an excellent attitude to learning. The overwhelming majority of pupils who responded to the questionnaire indicated that they felt that the school gave them the opportunity to learn and make progress. Pupils are exceptionally positive about their school and want to do well.

The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is good.
- 3.16 An overwhelming majority of parents who responded to the questionnaire agreed that the school successfully supported their children's personal development in all aspects. Pupils are confident and happy individuals who are beginning to be able to reflect on their strengths and weaknesses and to think about ways to improve their learning. Most pupils spoke confidently in group discussions and said that celebration assemblies, other awards and being featured in the school newsletter helped them to be more confident and to try harder. Older pupils said that they were able to help younger children to grow in confidence by volunteering as mentors. They demonstrated a good understanding of resilience and self-discipline when sharing examples of their work. They were able to show a number of examples where they kept trying even though they found the work difficult. Pupils also stated that their personal, social and health education (PSHE) lessons helped them to reflect on their emotions and ways in which they could improve as people such as being kind, reliable and honest. Pupils' personal development is supported by a structure in which pastoral leaders develop a strong knowledge of pupils and their family backgrounds. Pupils spoke strongly about how the school helps them to prepare for their next class or their new school. They feel confident because they make preliminary visits, know who their teachers will be and have had experiences of the work that will be required of them. By the time they leave the school, most pupils are emotionally mature for their age and have developed the skills necessary for the next stage of their lives.
- 3.17 During discussions pupils demonstrated that they had a good understanding regarding the importance of balancing a variety of factors when making decisions. With prompting, they were able to talk about decisions that they had made in the school, particularly in the provision of rewards, and the funding of a friendship bench that could provide a place where anyone feeling lonely could find a friend. Evidence of pupils making decisions about their own learning is limited, often because lessons are tightly planned by teachers and do not allow flexibility for pupils to follow lines of enquiry that have sparked their curiosity. Older pupils are able to manage their time well taking into account increased amounts of homework and attendance at a wide variety of clubs and activities. They speak maturely about themselves in the future referring to doing GCSEs, going to university and being able to get a rewarding career. They have a good understanding that the decisions they make such as which senior school to go to can be significant in determining their future.

- 3.18 Pupils have a good appreciation for their age of the non-material aspects of life. They are able to reflect on global issues such as hunger and climate change individually and as a body during whole school assemblies. Pupils spoke strongly about important things that money can't buy such as your family, friends and being healthy. With encouragement they were able to explore the meaning of spirituality and came to the conclusion that it was something beyond the physical that defines you as a person. They were able to think about things that could make their spirit grow such as quiet times and beauty in nature. They pictured themselves in the forest area and described a range of feelings including peace, calm and sometimes even sadness. They reflected on times where they had achieved their best such as winning a race or playing a piece of music and how these experiences helped their spirit to grow. Although pupils study a range of world religions including Christianity, Sikhism, Islam and Judaism they have limited opportunities to reflect on their studies from a spiritual perspective. Opportunities to develop spirituality across the curriculum are also limited so that pupils are in the early stages of reflecting on their own spirituality and how aspects of spirituality contribute to humanity.
- 3.19 The behaviour and moral understanding of pupils throughout the school is excellent. The vast majority of pupils are exceptionally well-behaved in lessons and around school. They respect the need for rules and are able to understand right from wrong. During discussions they stated that rewards given are encouraging and that misbehaviour is rare as no one wants their parents to find out about any wrongdoings. However, in the questionnaire a small but significant number of pupils stated that the school was unfair in showing favouritism to some pupils. A small number of comments from parents also supported this view. The school's leadership is aware of this issue and has embarked on a project that focuses on working with parents, staff and pupils to promote equality and inclusion. Pupils show a keen sense of fair play and accept responsibility for their own behaviour, including toward others. They are quick to challenge any unkindness showing no tolerance for bullying. During discussions pupils were able to explain the meaning and importance of self-discipline. Older pupils are extremely keen to take on responsibilities such as being prefects and supporting younger pupils for example in the dining room and during break times. They speak strongly about the importance of setting a good example.
- 3.20 Throughout the school pupils form excellent relationships and are very supportive of each other. Different age-groups play well together and are developing an awareness of when some pupils may feel excluded. They are aware that the friendship bench is available if anyone feels lonely but do not always notice if an individual or small group appears to be on the edge of the social group. Although opportunities to work collaboratively are limited in the majority of lessons, pupils are able to demonstrate their ability to work together and solve problems during a wide variety of educational visits such as a visit by Year 3 to a Roman palace.
- 3.21 Pupils of all ages fulfil responsibilities and contribute positively to the lives of others within the school, the local community and the wider society. During discussions pupils demonstrated an excellent understanding of the circumstances of those less fortunate than themselves. For example, the impact of giving food to support the work of the local foodbank. Older pupils demonstrate unprompted concern and support for those younger or new to the school. They willingly take on responsibilities such as helping in the library and are respected by younger pupils. Pupils appreciate how their actions, such as inviting senior citizens to the nativity play and singing at the local retirement home, make a significant difference to the lives of others.
- 3.22 Pupils have a good awareness for their age of British society and are inclusive of those from backgrounds different to their own. They mix readily with others from different nationalities, backgrounds and beliefs. However, they do not always appreciate how the culture, traditions and experiences of others enrich their own. When prompted they are able to reflect at a deep level. For example, Year 6 pupils were able to reflect on a project about Anne Frank and why her family had to go into hiding. Pupils concluded that what happened to the family was discrimination and that such attitudes could still be found in present times.

- 3.23 Pupils know how to stay safe and seek help when they are worried. They speak confidently about the importance of a balanced diet, exercise and lifestyle. Although they were less confident when considering how to develop mental well-being, they appreciate the importance of developing as well-rounded people living fulfilling and well-balanced lives.

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, with the chair of governors and members of the governing board, attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Dr Patricia Preedy	Reporting inspector
Mr David Griffiths	Compliance team inspector (Headmaster, IAPS school)
Miss Claire Bailey	Team inspector (Head, ISA school)