



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

St. Anthony's School, Hampstead

November 2019



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School's Details

School	St. Anthony's School, Hampstead			
DfE number	202/6181			
Address	St. Anthony's School 90 Fitzjohn's Avenue London NW3 6NP			
Telephone number	020 7431 1066			
Email address	pahead@stanthonysprep.co.uk			
Headteacher	Mr Paul Keyte			
Proprietors	Alpha Plus Group			
Age range	4 to 13			
Number of pupils on roll	310			
	Boys	310	Girls	0
	EYFS	43	Juniors	226
	Seniors	41	Sixth Form	0
Inspection dates	19 to 21 November 2019			

1. Background Information

About the school

- 1.1 St. Anthony's School is an independent Roman Catholic day school for male pupils aged between 4 and 13 years. The school was founded in Eastbourne in 1898 and moved to its current location in 1952. It has been owned and managed by the Alpha Plus Group since 2009 and shares a board of governors in common with all the group's schools.
- 1.2 Pupils attend the junior house from reception to Year 3. The senior house comprises Years 4 to 8.
- 1.3 Since the previous inspection, the school has built new music, drama, dance and computing facilities and upgraded the sports facilities and swimming pool. It has also expanded the intake to the Early Years Foundation Stage (EYFS) and increased the provision of specialist teaching staff.

What the school seeks to do

- 1.4 The school aims to provide high quality education in a caring, supportive and Catholic environment, infused by Christ's Gospel, in order that each pupil is able to develop fully as an individual, well-adjusted to the wider community.

About the pupils

- 1.5 Pupils come from a range of professional and business backgrounds, mostly from families reflecting London's ethnic mix living within a five-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of pupils is above average. The school has identified 41 pupils as having special educational needs and/or disabilities (SEND), 31 of whom receive additional specialist help. One pupil has an education, health and care (EHC) plan. English is an additional language for 46 pupils whose needs are supported by their classroom teachers. Data used by the school have identified 36 pupils as being the most able on the school's population, and the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

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

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

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

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

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

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

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

Key findings

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

PART 1 – Quality of education provided

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

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

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

PART 6 – Provision of information

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. 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.

2.14 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.

Key findings

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

- The pupils are highly articulate and effective communicators. They have an excellent range of vocabulary and both speak and listen very well.
- The pupils are extremely reflective learners. The development of their study skills is well-advanced.
- The pupils' mathematical skills are very well developed, as is their ability to apply these skills effectively in other areas of the curriculum.
- Pupils with English as an additional language and special educational needs and/or disabilities make particularly strong progress.

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

- The pupils' spiritual awareness and understanding is very strong.
- The pupils demonstrate a high level of self-understanding. They are confident and resilient young people who know how to improve their learning.
- The pupils' respect for diversity and their cultural understanding is a notable strength, which results in warm and harmonious relationships.

Recommendations

3.3 In the context of the excellent outcomes, the school might wish to consider:

- Enabling pupils to make full use of the benefits of information and communication technology (ICT) in all subjects by ensuring that planning continues to develop these opportunities.
- Enabling a wider range of pupils to undertake meaningful responsibility and also to contribute to the wider local community, by creating further opportunities for them to do so.

The quality of the pupils' academic and other achievements

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

3.5 The school meets its aim of providing high quality education in a caring, supportive environment. Analysis of the school's own data shows that pupils of all ability groups make good, and sometimes excellent progress in relation to their starting points and national age-related expectations. These findings correlate to those derived from lesson observations and scrutiny of work. Those pupils with diagnosed SEND or with EAL make particularly good progress over time, due to carefully planned and delivered in-class support and specialist intervention. In the pre-inspection questionnaire responses, almost all pupils reported that teachers help them to learn and make progress; this was confirmed in discussion, where they identified support from their teachers' high expectations as being key to their success.

- 3.6 By the time that pupils leave the school, they display high levels of knowledge, skills and understanding across the curriculum. Older pupils described the internal structure of the heart using correct anatomical names, applied their understanding of personification, onomatopoeia and connectives to analysing literary technique, and demonstrated detailed explanations of process and outcome in a science lesson on chromatography. In a junior religious education lesson, pupils had an excellent recall and understanding of the values of the Kingdom of God and succinctly explained these values in their analysis of a Martin Luther King speech. One of the oldest pupils shared an excellent piece of descriptive writing which used ambitious vocabulary and descriptive techniques such as simile with a junior English class. Initiatives such as these promote and support the technical excellence seen in scrutiny of older pupils' creative writing work. Leadership has been very successful in the implementation of the whole school marking and feedback policy.
- 3.7 The pupils are extremely articulate and able to express themselves clearly, using a highly-developed range of vocabulary well above the expected level for their ages. Younger pupils were observed working together to create an imaginative story based on "The Highwayman" and were seen to make very effective use of adverbial clauses, adjectives and imagery without prompting. Others described the importance of practising listening skills, understanding that without this, learning becomes adversely affected. Pupils of all ages enjoy communicating with each other and adults. Focused in class, they listen well and contribute pertinent opinions in discussions. In the senior school, attainment in reading and writing are exceptional for the pupils' ages. This is due to the challenging subject matter that is presented to them by their teachers, as seen in a junior history lesson where pupils initiated an excellent discussion about rebellions and why these might or might not prove successful. Pupils of all ages confidently apply communications skills in all areas of the curriculum, offering constructive feedback, for example in physical education (PE) when learning safe landing techniques and in science when discussing adaptation and evolution.
- 3.8 Across the school pupils demonstrate exceptional levels of numeracy, which develop rapidly as they progress through the school, as seen both in scrutiny of their work and during lessons. They described, with great enthusiasm, the enjoyment that they derive from solving complex problems; older juniors tackled equations involving inequalities with a careful methodical approach. They understand the advantage that competence in numeracy confers on their daily lives, enjoying the challenge of regular investigative and problem-solving activities; this was seen, for example, in a younger juniors' mathematics lesson where pupils worked independently to solve word problems involving several stages and operations. The youngest pupils were able to identify 1p, 2p, 5p and 10p coins and enjoyed explaining their relative values. Numerical understanding and reasoning are at a particularly advanced level in the oldest years, where pupils accurately solved formulae-based trigonometry questions. They are confident to apply mathematical knowledge in other curriculum areas, particularly in science and ICT. Teaching has been successful at conveying a love and enthusiasm for number amongst the pupil body.
- 3.9 The pupils display generally good skills in ICT and their competence increases as they grow through the school. For instance, some striking examples of problem-solving and technical competence in robotics was seen in older pupils' work. Although effective use of ICT is made in teaching, pupils' use of ICT to support their learning across the curriculum is less consistent. Pupils nevertheless spoke with enthusiasm about the immediate benefits that a recent upgrade to ICT facilities and teaching has brought. They described how much they enjoy their dedicated computing lessons, which include topics such as coding and disassembling and rebuilding a computer to see how it works. In discussions, pupils reported that they are confident users of presentation software for homework and that they do make use of ICT for researching project tasks. They relish opportunities to present their work in digital formats, particularly in subjects such as the humanities and in independent learning tasks for music.

- 3.10 The pupils are highly reflective and focused learners, who develop their study skills most effectively as they progress through the school. An overwhelming majority of parents agreed that the school helps their child to develop skills for the future. Pupils described the importance of researching a range of sources in their work; they referred with enthusiasm to the benefits of the study skills course which the leadership has successfully embedded throughout the senior school, explaining the revision and learning techniques which they are subsequently able to employ. Pupils are highly conscientious and display an excellent work ethic. Much evidence was seen in lessons of problem solving and of both collaborative and independent learning. During a geography lesson, older pupils confidently articulated views on the development of sustainable cities in the 21st century, building on detailed discussions in small group tasks and hypothesising about future needs and challenges. In an older pupils' mathematics lesson, learners successfully took their own notes and drew diagrams to help them remember the properties of angles in parallel lines. Higher-order thinking skills were seen in written tasks such as those requiring source analysis in history or analysing a piece of prose in English. Pupils demonstrate advanced self-reflection skills in target setting across all areas of the curriculum; they make excellent use of the very well-developed whole-school approach of performance-review to aid personal achievement.
- 3.11 The pupils' achievements in academic and other endeavours are notably extensive. Pupils have successfully competed in regional and national competitions in diverse areas; these range from mathematics where recently there were 20 gold award winners in the Primary Maths Challenge as well as 11 silver or bronze winners in lower juniors, to sports, the creative and performing arts, music, geography and economics, all of which have recently yielded prize awards. Pupils' sculpture has recently been displayed in a contemporary gallery in London, and older pupils described their excitement and pride at winning the Plate competition for their age-group in the finals at the England football training ground. Pupils have been successful in gaining a good number of scholarships to highly selective schools and explained in discussions that much of this success is due to thorough preparation and support from the school. An extensive and diverse range of activities outside the classroom provides pupils with opportunities to develop their skills and talents, although fewer choices exist for the youngest. Pupils described how much they value the opportunities that are provided for all to take part in competitions, matches and performances as a result of the school's inclusive approach.
- 3.12 Pupils of all ages and ability groups approach their learning with eagerness and enthusiasm; nearly all agreed, in pre-inspection responses, that the school helped them to be confident and independent. They exude a highly developed work ethic within school, being resilient learners who understand how to embrace challenge and how to deal with errors in their academic or non-academic pursuits. They are highly focused and benefit from the clear structure and deliberate strategies employed by the school to foster independence alongside collaborative learning. This was seen, for example, in a science lesson with older pupils, who used both methods to produce a very effective review of their investigation into reaction times and in junior mathematics, where pupils were enthusiastically attempting the 'Super Challenges' independently. Pupils relish working with their peers, as was seen particularly in drama where pupils expressed their enthusiasm about writing and producing a play based on Greek mythology. In discussions, pupils explained how much they enjoy working together on tasks, but also how important it is to be able to learn independently. They display high levels of independence and the ability to take leadership in their learning as evidenced by scrutiny of the oldest pupils' geography project. Pupils value the leadership opportunities in the older years and the opportunity to select their own targets based on a review of their academic development and mindset changes.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 The pupils demonstrate excellent self-understanding. They are confident, self-disciplined learners who are able to discern and explain areas for their own improvement very well; in this they are assisted by initiatives such as the school's recently-introduced programme of self-reflection and target-setting, following reports, which promotes an excellent awareness of individual strengths and weaknesses. Although some pupils indicated, in questionnaire responses, that feedback and marking did not help them to improve, scrutiny of pupils' work revealed much evidence of very effective self-correction which takes account of supportive feedback and marking from teachers. Pupils elaborated, clearly, how well they feel they have improved since joining the school and explained that this was due, in no small part, to the detailed and constructive feedback that they receive. Pupils are highly confident, happy and aware of their strengths, approaching their studies with resilience and self-discipline; they feel supported and well-prepared for their next school. The highly effective personal, social and health education (PSHE) programme, alongside themes of the week such as "stewardship", support the development of self-knowledge, self-esteem and self-confidence. Pupils confidently articulate how they grow in self-discipline and resilience, when explaining how they develop the motivation to challenge themselves to improve if they are moved in sports teams or academic sets.
- 3.15 The pupils have an excellent understanding that the decisions they make have a direct bearing on their own success. They realise that the easiest choice is not always the best; they understand the value of investing time and effort into their work and relationships, realising that this often yields the most rewarding outcomes. Pupils described, for instance, the pleasure and satisfaction that it is possible to experience by choosing a more challenging question and solving it successfully. Pupils understand the importance of working hard as this will lead to success in the future. They are highly appreciative of what their parents and teachers do for them and are fully aware that they need to make good choices. Pupils explain that they are taught the important skills that they can use to make appropriate decisions later in their lives. Termly surveys and weekly pastoral briefings are effective in supporting pupils' relationships and developing their well-being, as confirmed by pupils in discussions. They consider the enriching and diverse PSHE curriculum as a significant strength of the school. They are confident decision-makers, encouraged to set themselves positive, bold and aspirational targets.
- 3.16 The pupils have a highly-developed sense of appreciation for the non-material aspects of life, valuing qualities such as organisation, friendship, kindness and maturity which are promoted by the 'character boards' found in classrooms. They are able to explain with incisive clarity how fortunate they are to have the opportunities afforded them in their lives. During discussions, they expressed wonderment at human achievements such as lighting, aviation and craftsmanship; they described thinking, during a recent weekly theme of 'possessions', about a world where they had no belongings. In a mass attended by juniors, individual pupils were focused on their prayer and contributed sensitively through readings and a musical item. Pupils are supported in their spiritual understanding and development through specific lessons in philosophy and religious education, and by the Roman Catholic values which are ingrained by the leadership throughout the life of the school.

- 3.17 Throughout the school, pupils display high standards of behaviour both towards each other and towards adults. They are deeply respectful, naturally open and show no sign of self-importance. They understand the need to treat others with kindness and also that poor choices will usually have undesirable consequences. However, they also show excellent understanding of the need to make amends for mistakes. Nearly all parents agreed that the school actively promotes good behaviour. Pupils clearly value the school's approach to behaviour, which emphasises rewards rather than sanctions. They understand right from wrong and they are respectful of the school rules. They behave well and are considerate towards others, being mindful of the school's code of conduct. They demonstrate an excellent ability to distinguish right from wrong and clearly understand the importance of giving a good example to pupils in younger years. Pupils understand and respect systems of rules and laws, and accept responsibility for their behaviour, citing this, in discussions, as a strength of the school.
- 3.18 The pupils very successfully meet the school's aim that they should develop fully as individuals. Pupils of all ages demonstrate high degrees of social awareness. The youngest pupils were seen patiently taking turns to select fruit from the snack bowl, ensuring that a fair distribution was achieved. Older pupils described the satisfaction they gained from working together to produce a vibrant and expressive space painting, which resulted in them turning an accidental paint spill into a prime feature of the work. Pupils explained how much they value the school's encouragement to work and play together, as they develop the skills that they will use in later life; they take full advantage of initiatives such as residential trips and inter-school sport to strengthen these further. Pupils enjoy working with their peers; all staff who responded in the pre-inspection questionnaire agreed that pupils readily help and support others. Pupils are aware of others' feelings and have a strong sense of fair play in competitive situations.
- 3.19 Pupils show great willingness to be of assistance to others in the school. They vote enthusiastically for their form captains and vice-captains, and also described the feeling of fulfilment they achieve when they help others who are finding a task more challenging. Pupil ambassadors for each subject perform a valuable role in promoting their area, such as seen in the pupil-devised weekly mathematics challenge and the weekly general newsletter produced by an older pupil. Pupils are less able to contribute to others in the local community, although pupils described their satisfaction in visiting a retirement home to sing, and there are relatively few opportunities for pupils to take on helpful responsibility before their final year. Pupils do make significant contributions, however, towards a wide range of charitable initiatives. The charity co-ordinators on the head boy team organise the annual summer fair with assistance from the oldest pupils and they are able to nominate worthwhile causes and charities for consideration by the school council.
- 3.20 Pupils from the wide range of ethnic backgrounds, beliefs and cultures which represent the local community enjoy excellent relationships in school, which render these differences invisible. They are considerate towards others and take care to include all pupils, irrespective of their backgrounds or beliefs, and they explained how pupils of all faiths or none are welcomed into the school community. Pupils of different faiths described how it is possible to see similarities in religious practice, such as a Buddhist pupil who gives thanks for his food at the same time as the mealtime grace is being said. The school and diocesan leadership has been successful in ensuring that the school's Catholic foundation promotes the excellent inter-faith understanding, tolerance, and appreciation for diversity which permeates throughout the school. In discussions, pupils explained that everyone is friends and that it is "fun" that pupils come from different cultures. They cited their enjoyment in seeing what pupils from different cultures bring for their snacks. Pupils' respect for their own and other cultures is strong and the rich diversity of the school is celebrated. Pupils are sensitive to individual beliefs and celebrate individual differences, with their understanding furthered through visiting speakers, assemblies and themed days.

3.21 Pupils have an excellent understanding of how to stay safe, whether online, in school or in their own time. They also have an excellent awareness of physical and mental health, due to the diverse and detailed PSHE curriculum and the opportunities within the physical education and games curriculum. They explained how important it is to participate in physical exercise and eat a healthy diet, whilst also describing the importance of balance to promote mental health. Pupils feel well supported by the school in this respect through the provision of a wide variety of fresh, balanced meals, clear nutritional information, opportunities for physical exercise and the effective wellbeing programme. Most pupils and nearly all parents agreed that the school encourages a healthy lifestyle. Opportunities for quiet reflection before key points in a pupil's academic life are actively promoted and pupils believe this supports their learning and mental health.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and mass. 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

Mr Kerry Lord	Reporting inspector
Mr Marcus Cook	Compliance team inspector (Head, IAPS school)
Mrs Sue Clifford	Team inspector (Former head, IAPS school)