



ISI Independent
Schools
Inspectorate

FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS

CRACKLEY HALL SCHOOL

OCTOBER 2017



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SCHOOL'S DETAILS

School	Crackley Hall School			
DfE number	937/6001			
Registered charity number	1087124			
Address	Crackley Hall School St Joseph's Park Kenilworth Warwickshire CV8 2FT			
Telephone number	01926 514444			
Email address	post@crackleyhall.co.uk			
Headmaster	Mr Robert Duigan			
Chair of trustees	Mrs Elizabeth Griffin			
Age range	2 to 11			
Number of pupils on roll	271			
	Boys	144	Girls	127
	EYFS	59	Juniors	212
Inspection dates	3 to 5 October 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Crackley Hall School is an independent day school for boys and girls aged between 2 and 11 years. It is one of the junior schools of the Princethorpe Foundation, a company limited by guarantee and a charity. The directors of the company are the trustees, who have overall responsibility for management of the Foundation.
- 1.2 Since the previous inspection, two building projects have provided the school with new classrooms; facilities for learning support, art, music, design and technology (DT); and a school hall. Nursery provision has been extended to operate 51 weeks a year. Mandarin and outdoor learning have been added to the curriculum, and a comprehensive review of assessment has been completed.
- 1.3 Originally a girls' Catholic school known as St Joseph's Convent, the school merged in 2001 with Princethorpe College, a boys' Catholic school, to provide continuous education from Nursery to sixth form. Senior pupils moved to Princethorpe, and the school became a co-educational junior school renamed as Crackley Hall. In September 2010, Crackley merged with Abbotsford School in Kenilworth. The school and Nursery along with Princethorpe College and the Crescent School now form the Princethorpe Foundation.

What the school seeks to do

- 1.4 The purpose of the Foundation is to create a caring Christian environment where pupils can develop to become well-educated, articulate young people, ready to take their place in society with a true sense of values and purpose.

About the pupils

- 1.5 Pupils come from a range of professional, business and cultural backgrounds, living within a 15-mile radius of the school. The school's own assessment indicates that the ability of pupils is slightly above average. It has identified 37 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and autistic spectrum disorder, 17 of whom receive additional specialist help. Also, 2 pupils in the school have an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for 27 pupils, whose needs are supported by their classroom teachers and the special educational needs co-ordinator (SENCo). Data used by the school have identified 14 pupils as the most able in the school's population, and the curriculum is modified for them and for 11 other pupils due to their special talents in sport, music and the performing arts.

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, changing and showering facilities for pupils and appropriate accommodation for their 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 those 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, and its results in public examinations, 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:

School name	National Curriculum name
Junior 1	Year 1
Junior 2	Year 2
Junior 3	Year 3
Junior 4	Year 4
Junior 5	Year 5
Junior 6	Year 6

Key Findings

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

- Pupils are exceptionally good listeners, are articulate and express themselves confidently in a wide range of circumstances.
- Pupils achieve at a high level in sport, music, drama and art as a result of making the most of the very rich range of opportunities available to them.
- Pupils' attitudes towards their learning are positive and supportive when working independently or collaboratively.

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

- The pupils' excellent spiritual understanding and awareness of non-material aspects of life underpin every facet of school life.
- Pupils have a keen sense of right and wrong, and understand and respect the need for communities to work within a set of guidelines to ensure that everyone feels valued and respected.
- The care and consideration that pupils demonstrate enable highly effective collaborative endeavours, resulting in pupils having very well-developed social awareness.

Recommendations

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

- developing the library as a learning resource to enhance the pupils' use and enjoyment of reading;
- building on the good work recently established to ensure that analysis and interpretation of data inform future curriculum planning;
- developing opportunities for increased investigative work in science.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The school's aim to develop active learners and ensure the best possible outcomes within a creative, independent, broad and stimulating curriculum is successfully met. Pupils from the Nursery onwards make excellent progress from a broad range of starting points. The school does not take part in National Curriculum tests, but the data available, including the results of standardised tests in English and mathematics, scrutiny of books and lesson observations, demonstrate attainment to be good in relation to national age-related expectations. Pupils achieve excellent results in entrance examinations to senior schools with high standards of entry, and a high proportion gain scholarships for academic success, music, drama and sport.
- 3.6 From an extremely broad range of starting points, children in the Early Years Foundation Stage (EYFS) make excellent progress. Their particular strengths and aptitudes develop extremely well over time thanks to personalised programmes of activities. Gaps in learning are narrowed significantly as a result of appropriate strategies to help those who require extra support; such pupils are identified through the recently introduced tracking process. This meets a recommendation from the previous inspection. Equally, the most able children extend their learning and challenge their thinking, supported by a range of engaging activities. Children enjoy their learning, and are active and independent learners from the earliest stage in the Nursery. During the inspection for example, they used torches and magnifying glasses to explore their environment, recognising that the glass makes objects look bigger. Rapid independent learning was evident as the pupils chose to create a story map using pictures on an activity table. Pupils' needs are well understood. Teachers are excellent role models and detailed communication between staff ensures that planning for the broad range of pupils' needs is detailed and personalised, resulting in excellent outcomes for all pupils.
- 3.7 Pupils with additional needs make similar progress to other pupils due to the excellent quality of support provided by a range of specialist and teaching staff. Sensitively targeted support in lessons is well managed, overseen and reviewed regularly. Pupils with EAL make very good progress in using English; their needs are assessed on entry and individual programmes of support put in place to allow access to the curriculum where appropriate. The most able pupils extend their own learning in lessons and successfully complete research projects of their own. Subject staff are particularly skilful in providing appropriate levels of challenge, and from a very early stage all pupils make their own decisions about the level of work to tackle depending on how confident they feel with a particular area of study. Skills for problem solving and investigation are developed to a high level as pupils attend challenging workshops on a range of topics such as a recent science and technology event. Pupils enjoy working towards awards as part of the junior 'da Vinci' programme which challenges them to be innovative, to practise and to achieve.
- 3.8 From the EYFS onwards, pupils learn to review their work in order to improve their own learning. Pupils of all abilities are consistently willing to try out new ideas, contribute their own thoughts and evaluate their own learning. They are not afraid to take risks with their learning, in the certain knowledge that they will be supported and praised for their efforts. As a result, they demonstrate an excellent ability to take ownership of their learning and move forward with confidence and resilience. In English, older pupils constantly evaluate their decisions regarding their writing style to make their work more appealing to a reader and understand that this can be done in many ways, all of which have value. High-quality marking which issues appropriate praise and considered points for improvement provides opportunities for dialogue and improvement.

- 3.9 Pupils of all ages express their ideas articulately, both verbally and in writing. Younger children confidently discuss stories and enjoy predicting what might come next. They apply their knowledge of the sounds letters make to write sentences using capital letters and full stops, and compare strategies to complete their work. Older pupils demonstrate a mature and thoughtful approach as they discuss a challenging text. They express articulately how a particular character makes them feel and how the author has managed to convey qualities such as curiosity, and discuss how this complexity is conveyed to the reader. Pupils speak confidently to a wide range of audiences, and lively debate was evident as pupils discussed whether Guy Fawkes should have been executed or not. The extensive drama programme, high levels of participation in speech and drama lessons, and opportunities for debate support the development of excellent speaking and listening skills. Pupils' ability to write at length develops rapidly as they move through the school, resulting in the older pupils using complex language and sentence structures as they write biographies which they have researched themselves or write creative descriptions of a time machine. Pupils write fluently using a number of different genres, as was demonstrated in poetry written about their own particular characters.
- 3.10 Pupils of all abilities demonstrate good progress in mathematics over time. They enjoy mathematics and develop very good skills which they apply enthusiastically to a range of subjects including science, geography and computing. Younger pupils confidently compare numbers using signs and symbols, independently explore lines of symmetry and understand both analogue and digital time. Older pupils enthusiastically use a range of strategies to double or halve three-digit numbers or to find the mode of a sequence of numbers. The most able mathematicians demonstrate highly effective problem-solving skills as they work well above expectations, having been appropriately challenged to extend their own learning.
- 3.11 The pupils' technology skills are at a high level by the time they leave the school. Using a range of devices, they learn how to code, use the internet for research, use presentation software with confidence, and record their work in interesting ways. Younger pupils develop their coding skills well and demonstrate great confidence when using tablets to add characters, background, music and sounds to their written work. Older pupils demonstrate excellent word-processing skills; they log on to access their research work, make amendments and develop their ideas using a range of literary devices such as alliteration and embedded clauses. They confidently use coding to programme and design objects in DT using a range of tablet or desktop devices. The investment that the school has made in the new computer suite, a range of different hardware and software, and training for staff has had a highly positive impact upon the way that information and communication technology (ICT) is used across the curriculum which meets a recommendation from the previous inspection.
- 3.12 Skills for the performing arts develop rapidly from an early stage as pupils benefit from specialist teaching, and all pupils from the Nursery onwards take part in concerts throughout the year. The wide range of opportunities that the pupils have to perform results in exceptionally confident and capable performances at all levels. Young pupils develop a genuine love of music through singing together or exploring the sound of different instruments. Older pupils often play 2 or more instruments and are highly successful in music board examinations up to grade 6, with a significant proportion achieving merits and distinctions. Pupils are highly successful in a number of local music festivals and relish the opportunity to sing at large-scale school events. Results in examinations for speech and drama are notably high which is reflected in the way that pupils express themselves and take an active role in lessons, assemblies and hustings when applying for roles of responsibility. Skills for artistic endeavour are well developed. Pupils work with a wide range of materials and styles, and are encouraged through success in local competitions and exhibitions.

- 3.13 Pupils actively enjoy the wide range of sports available to them. Sporting ability at a high level is evident as the pupils move up the school, resulting in an excellent range of success in local, regional and national competitions. Pupils of all ages develop their physical fitness and skills for particular sports due to high-quality teaching and coaching. In recent times, school teams have been Midlands champions in their age groups for netball, hockey, rugby, tag rugby, football and cricket. Individual pupils have been winners of national competitions in triathlon, swimming, Irish dance and athletics. A number of talented pupils have achieved sports scholarships to their senior schools.
- 3.14 Pupils develop their own interests and talents to a high level through a range of extra-curricular opportunities which is extensive for the size of the school. This programme of clubs and activities provides pupils with many opportunities to develop a range of their own interests including music, individual and team sports, Mandarin and many creative subjects.
- 3.15 Pupils' attitudes to learning are exceptionally positive. They are enthusiastic, curious, very supportive of each other and understand how to make positive decisions about their learning or future success. Pupils enjoy working together to achieve common goals, as observed during the inspection when the school council discussed the views of their peers to find ways to make the school more ecologically aware. They demonstrate mature levels of independence from an early age.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 Pupils have an extremely well-developed level of maturity by the time they move on to their senior schools. They feel safe, secure, valued and happy within the warm environment of the school community. The reflective management team regularly consults pupils and parents to develop and promote systems for personal development across the age range of the school. Pupils develop an excellent knowledge of themselves and their place in the school and the wider world as a result of the well-structured assembly programme, twice-daily opportunities to spend time with their class teachers and a comprehensive personal social and health education (PSHE) curriculum. They develop confidence, flexibility and resilience through the wide range of opportunities for them to take on meaningful responsibilities within the school from a young age. Pupils know that their efforts will be celebrated and that they will be well supported even when they get things wrong. They are well prepared for the next stage of their lives.
- 3.18 From the EYFS onwards, pupils develop an easy and supportive approach to their peers and adults alike. They are comfortable with themselves, are self-confident and develop high levels of self-esteem. The inclusive atmosphere of the school and strategies such as the 'protective behaviours' programme help them to identify their own emotions and feelings which allows them to understand the impact of their decisions on themselves and others. Pupils learn to make positive decisions for themselves about their daily routines, their friendships and their work, and as a result they demonstrate great resilience as they tackle challenging new projects. At each transition, they are well prepared for the next stage of their educational journey.
- 3.19 Pupils are happy to articulate their thoughts on spirituality in its broadest sense in an open way. The strong underlying Catholic ethos allows pupils time and space to explore their beliefs and appreciate the quiet times they have to reflect and think about their day. Their strong spirituality was particularly evident in the way that they sang together in the chamber choir and discussed the impact of the music on their emotions and the way that music can lift people's spirits. It was also demonstrated in the natural way that they displayed genuine concern and care for the feelings of others. Their strong awareness of the need to preserve the planet is developed through the school's commitment to outdoor learning and ecological awareness.
- 3.20 From an early age, pupils demonstrate a strong sense of right and wrong. They have an excellent understanding and respect for the school's behaviour guidelines, and understand why communities need rules and are able to adapt these to the wider community, thus recognising the need to respect the country's laws. As a result, behaviour in the school is exemplary. They respect the personalised reward and sanction system, and work with staff to ensure a happy and safe school environment.
- 3.21 The pupils' social skills are exceptionally strong. At all levels they display genuine care and concern for each other, as demonstrated when the oldest pupils support those in younger year groups, making sure that they are happy at playtimes and ensuring that they have someone to talk to if they have concerns. Rehearsing together on the preparation of a whole-school concert, working collaboratively in class when solving problems and helping to organise house events are all ways in which pupils demonstrate high levels of social awareness.

- 3.22 Pupils relish taking on a wide range of responsibilities within the school. They enjoy collecting ideas to discuss at the school council. Here, they make an active contribution and decisions are taken which will benefit their school and the wider community. This was observed when a member of school council proposed the introduction of a school greenhouse in which pupils could grow fruit and vegetables to reduce the carbon footprint of the school. Other discussions have resulted in the introduction of friendship benches in the playground. Contribution to the wider community is an integral part of school life. Pupils are actively involved in a wide variety of activities to raise money for charity. They present their ideas for charities to support, vote to decide which should be chosen and organise events to raise funds. A group of pupils in Years 5 and 6 contribute to the local community by supporting and visiting care homes, and raising funds for children in poverty and foodbanks through a school programme that encourages understanding of the needs of those less fortunate than themselves.
- 3.23 Pupils demonstrate high levels of curiosity, respect, tolerance and acceptance of different faiths, actively enjoying sharing their own customs with each other. The school is part of a Catholic foundation, and welcomes pupils from many different religions and cultural traditions, and this supports a seamless and natural approach to integration and acceptance. Pupils develop an increasing awareness of world faiths as they mature, and regularly share festivals with their peers from other faiths and backgrounds. Older pupils warmly welcome new children to the school and are quick to offer them support, and help to ensure that they settle in quickly and are happy in their new community.
- 3.24 Pupils of all ages have a strong understanding of what it means to stay safe physically and emotionally, and when using technology to access the internet. Younger pupils learn how to make healthy choices in their diet and understand that eating vegetables and fruit is a good decision. Older pupils deepen their knowledge of how exercise changes our bodies, affects the heart and helps to keep us healthy. Teachers have created a safe learning environment where it is acceptable to express concern or anxiety. Through this approach, the pupils feel that it is safe to be open about how they feel and what it means to lead a healthy lifestyle. Pupils' understanding of how to access the internet or use different technologies safely is secure. From the Nursery onwards, awareness is built upon in an age-appropriate way supported by the recent investment in facilities for hardware and software which allows pupils to develop confidence in the use of different technologies.
- 3.25 An overwhelming majority of parents who responded to the questionnaire were supportive of the way that the school does everything it can to ensure that their children learn in a healthy and safe environment, actively promotes good behaviour, and promotes values of democracy, tolerance and respect for those with different faiths or beliefs.
- 3.26 As pupils leave the school, they are very well prepared for the next stage of their education and ready to take on their future challenges as capable, resilient and confident young people.

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 a group of trustees, including the chair, observed a sample of the extra-curricular activities that occurred during the inspection period and attended form meetings. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Diane Gardiner	Reporting inspector
Mr Mark Groome	Compliance team inspector (Former head, IAPS school)
Dr Pamela Edmonds	Team inspector (Head, IAPS school)
Mrs Valerie Holloway	Team inspector (Former head of Nursery, IAPS school)