



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Fairstead House School

February 2020



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School's Details

School	Fairstead House School			
DfE number	935/6018			
Early Years registration number	EY543855			
Registered charity number	276787			
Address	Fairstead House School Fordham Road Newmarket Suffolk CB8 7AA			
Telephone number	01638 662318			
Email address	registrar@fairsteadhouse.co.uk			
Head	Dr Lynda Brereton			
Chair of governors	Mr Jonathan Edge			
Age range	3 months to 11 years			
Number of pupils on roll	217			
	Nursery	114	Pre-prep	51
	Prep	52		
Inspection dates	25 to 27 February 2020			

1. Background Information

About the school

- 1.1 Fairstead House School is a co-educational day school for pupils aged from three months to eleven years of age. Founded in 1950, the school is situated in the centre of Newmarket. It consists of two sections: the nursery for children aged from three months to four years and the main school for pupils aged between four and eleven years. The nursery setting for children under the age of two years was not included in this inspection, since it had not at the time had its first inspection by Ofsted.
- 1.2 The school is a charitable trust of which every family in the school is a member. It is overseen by a board of governors, a new chair having been appointed since the previous inspection.

What the school seeks to do

- 1.3 The school aims to provide an environment of enthusiasm, challenge and encouragement in which pupils will learn to understand and respect the world whilst developing confidence and a love of learning. It seeks to nurture and celebrate each pupil's talents, develop their emotional and social well-being and encourage their leadership and collaboration skills.

About the pupils

- 1.4 Pupils come from a range of family backgrounds, most living within a 30-minute radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average compared to those taking the same tests nationally. The school has identified 15 pupils as having special educational needs and/or disabilities (SEND), which include communication, cognition and physical-sensory needs, all of whom receive additional support. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 32 pupils, none of whom require additional support. Data used by the school have identified 38 pupils as being the more able or talented in the school's population and they are supported in class and activities outside school.

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 pupils 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. 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>
Yearlings	Nursery (2 year olds)
Ponies 1	Nursery (2 to 3 year olds)
Ponies 2	Nursery (3 to 4 year olds)

Key findings

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

- Pupils demonstrate strong communication skills in written and oral activities.
- Pupils display confidence and competence in mathematics lessons, in which they participate with diligence and enjoyment.
- Pupils exhibit a wide range of skills in information and communication technology (ICT).
- Pupils display excellent attitudes towards their work, but do not often make their own decisions about what and how they learn.
- More able pupils achieve well, but do not always attain at the highest levels.

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

- Pupils are self-aware, and they are both excited and confident at the prospect of moving to their senior schools.
- Pupils have a strong appreciation of right and wrong, making wise choices about their behaviour in school.
- From the youngest age, pupils have a high level of awareness of how to stay healthy in body and mind.
- Pupils take on positions of responsibility in school with maturity and confidence. The extent to which they are able to collaborate and to support the wider community are limited.

Recommendations

3.3 The school is advised to make the following improvements:

- Enable pupils to develop a more independent approach to their learning.
- Ensure more able pupils of all ages achieve at the highest levels of which they are capable.
- Enable pupils to extend their understanding of the wider world and the ways in which they can work together to support those outside the school community.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Pupils display good levels of skills, knowledge and understanding in all areas of the curriculum, in fulfilment of the school's aim to develop the skills and talents of each child. They achieve at a particularly high level in those lessons where challenging tasks, carefully adapted to their abilities, enable them to develop their skills at levels in advance of expectations for their ages. Their attainment in languages, science, the creative arts and physical activities is fostered by engaging teaching, by educational trips and visits, and by a curriculum which often combines different subjects through topic work. Pupils achieve well in the creative arts, where the appointment of specialist teachers and the opportunity to perform regularly in public and for their peers contribute to their progress. The performance space enables them to develop their skills widely in areas such as set design, and attractive art work is on display throughout the school. Pupils are able to work at high levels in both spoken and written aspects of foreign languages, their enthusiasm having been stimulated by the recent European languages event and by specialist teaching. Achievement in science is good, and children in the EYFS were able to understand the process of water freezing due to their involvement in a demonstration of the process and their teacher's clear and lively explanation. Pupils greatly enjoy their lessons in history and displayed a detailed knowledge of subjects such as the sinking of the Titanic and World War 2, whilst younger pupils showed a good knowledge of compass points when interpreting maps of the local area.
- 3.6 Evidence gathered from standardised assessment data, lesson observations, scrutiny of work and interviews with pupils indicates that pupils make good progress in all sections of the school and achievement is good overall. The school uses its own assessment framework to measure achievement, other than in the EYFS where pupils' progress and achievement are assessed against the early learning goals. Pupils improve their work by responding to marking which identifies errors and next steps, and all pupils stated in the pre-inspection questionnaires that teachers help them to learn and make progress. Pupils with SEND or EAL make good progress due to the well-staffed and effective learning support department and the setting of work which is matched to their abilities. There is no discernible difference between the achievement of male and female pupils; more able pupils, including some with SEND or EAL, achieve well, but not always at a level which is in advance of their peers, because lessons do not consistently include activities which challenge them to the best of their abilities.
- 3.7 Pupils have excellent attitudes towards their work, applying themselves conscientiously to their lessons. They are highly focussed in class and work very well in pairs, such as when constructing lists of shorter words from a longer one. Children in the EYFS were highly attentive during their music lesson, showing evidence of enjoyment of the activities. Well-paced lessons and positive relationships between staff and pupils ensure that the school is successful in meeting its aim to nurture a lifelong love of learning. Children in the EYFS make choices about which activities to engage in during the school day, and older pupils worked with independence when designing their own houses in ICT. Pupils are able to work collaboratively, for example on residential trips and they plan, execute and interpret science experiments in topics such as electricity and sound. However, these are often directed by the teacher, with few opportunities for pupils to make decisions about their learning or to work with independence. Whilst the support from adults enables pupils of all abilities to make progress, pupils stated in interview that they preferred work to be challenging and that this is not always the case in their lessons.

- 3.8 Pupils speak confidently and fluently, both to their peers and to adults, and they listen with care and attention to others. Children in the nursery can respond appropriately to direct questioning and explain their activities and their learning in detail, whilst older pupils are able to command the attention of the room during house meetings. Pupils of all abilities read independently and with enjoyment, and additional practice and support from staff enables those with SEND to hone their skills of expression and understanding. Pupils write at levels in advance of expectations for their age across the curriculum. Children in the EYFS wrote independently to describe different animals and to write instructions for how to make a pancake. Older pupils wrote with maturity about the unfairness of different punishments used in Tudor times. The well-planned curriculum devised by school leaders enables pupils to develop their understanding of language; this was seen, for example, when younger pupils interpreted 'slang' words and phrases and identified the purpose of apostrophes in contractions, and also when older pupils explained features such as similes, metaphors, alliteration, personification, and onomatopoeia.
- 3.9 Pupils of all ages are competent mathematicians. Children in the nursery develop their skills through a range of activities such as when counting their friends or sharing snacks; older children in the EYFS are introduced to advanced concepts such as negative numbers through a lesson about freezing. Older pupils drew triangles from limited information, using mathematical equipment with accuracy and confidence, with some being able to describe the properties of different kinds of triangle. At the upper end of the school, pupils applied their skills well to work out mathematical puzzles and to learn about function machines. Pupils use and develop their mathematical skills in subjects such as ICT, science and geography, where younger pupils were able to seek and identify different shapes on a map of the local area. Pupils of all ages and abilities make progress in numeracy. However, while some planning includes provision for pupils of different ability in need of extension or support, activities which challenge the most able pupils to apply their skills and knowledge to independent investigations are not used consistently throughout the school.
- 3.10 Pupils' familiarity with technology begins to develop in the EYFS and is put to purposeful and imaginative use as they move through the school; their progress is well supported by leaders and governors in the establishing of a well-equipped ICT room and plentiful equipment throughout the school. Pupils develop good skills in a wide variety of aspects due to well-planned lessons, specialist teaching and extensive opportunities to use their skills in other areas of school life. Children in the EYFS use tablet computers to take pictures of each other and play educational games, whilst pupils further up the school make regular use of programmes designed to improve their numeracy skills and to undertake research on topics such as the Anglo Saxons and the painter Frida Kahlo. Younger pupils create graphs about their favourite foods and how far they can jump; those at the higher end of the school regularly use presentation software to complement their talks to other pupils in house meetings or to explain their research to others in personal, social and health education lessons. Pupils value the opportunity to develop their skills further in sessions after school and in coding club, and the school has encouraged more able pupils to extend their skills and knowledge to the highest levels.
- 3.11 Pupils demonstrate good reasoning skills, such as when discussing who they should respect and why in a house meeting. They explain why it is important to respect teachers by listening to them, and they enjoy regular opportunities to debate and to present balanced arguments in different subjects. Pupils are able to construct quizzes in the ICT lessons which require reasoning on the part of the participant, and they demonstrate the ability to analyse and hypothesise when conducting science experiments. Pupils tackle mathematical problem-solving activities effectively, using their skills and knowledge in numeracy to do this, and use their knowledge and reasoning skills to work out the meanings of unfamiliar words in French. They enjoy independent research and use their skills, knowledge and understanding to tackle challenging tasks, but the opportunities for them to do so are not fully embedded across the school, thus preventing pupils from developing their study skills to the full.

- 3.12 Pupils enjoy a high level of success in gaining entry to the senior schools of their choice, and academic, sports and performing arts scholarships have been awarded in recent years. Pupils have succeeded at an individual and group level in sport, performance and academic competitions and events at a national and local level, and in external music and drama examinations; the school fosters their successes through encouragement and celebration of their achievements, both in and outside school. Pupils' achievement in lessons is complemented by clubs and activities outside school hours and although a few parents stated in the questionnaire that the school does not provide a suitable range of extra-curricular activities, inspection evidence found that a good range is on offer. Several pupils are accomplished musicians, and regular performances are given by pupils of all abilities to parents and other pupils. These are complemented by high quality provision in additional drama lessons, which enables pupils to excel in performances, examinations and scholarship applications.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is good.
- 3.14 Pupils of all ages are confident and self-assured, supported by key workers in the EYFS and a system of close communication between staff which ensures that every pupil is well-known, and their individual needs are met. Pupils are proud of their achievements in all aspects of school life, and they are encouraged in this through celebration assemblies and regular praise for their successes both in and out of the classroom. Pupils demonstrate a mature sense of self. They are comfortable in their own skins; they readily identify and celebrate their own strengths and weaknesses and the achievements of others. Children in the nursery are keen to talk about themselves and their learning, and older pupils lead productive 'family' discussions with their younger peers in house meetings. Older pupils say that they are very well-prepared for the move to their senior schools, due to their experiences in debating and interview preparation sessions. They know how to improve their work, using the advice of their teachers, given through constructive marking, to guide them. They are prepared to 'have a go' when faced with challenges in the classroom or in their personal lives.
- 3.15 Pupils' understanding of rules and the reasons for them, both in school and in the wider world, is very well established. They value the opportunities given to them to make wise choices by the school's golden guidance system and are both ready to take responsibility for their actions and to make amends when they make mistakes. They are supported in this by the school's systems of rewarding good behaviour and helping pupils when they fall short of the high expectations which prevail in all classes. The overwhelming majority of parents and staff agreed in questionnaires that the school actively promotes good behaviour. Pupils acquire a secure understanding and appreciation of values such as the rule of law, democracy and respect for others, due to their being embedded in all aspects of school life. They are polite and well behaved throughout the school day, in fulfilment of the school's aim to form well-mannered and courteous pupils. They are considerate of the feelings of others, offering each other the chance to speak first in interviews and taking turns without question in family discussions and when reporting back to the larger house group.

- 3.16 Throughout the school, pupils are aware of the importance of a healthy and balanced lifestyle, and their understanding and practice has been promoted by the governors' support of strategies such as the appointment of a well-being lead and a new chef, whose healthy lunches are highly appreciated by the pupils. Children in the EYFS can explain why it is important to use hand gel before eating and how eating a variety of foods helps them to stay healthy. Older pupils understand the importance of exercise and a balanced diet, and they value the opportunity to participate in a variety of physical education lessons and active clubs. As they mature, pupils come to understand the importance of maintaining their mental health. They learn to manage the pressures of life in yoga and mindfulness clubs, and they make good use of the drop-in sessions held by the well-being lead, when they can discuss their concerns. They say that it is important to relax as well as to work hard and to resolve disagreements quickly. Pupils have a secure knowledge of how to stay safe, and posters around the school identifying the well-being lead reinforce their confidence that they always have an adult to talk to. They understand how to use the internet safely, including how to alert staff to the inappropriate behaviour of others online, and they know that they cannot assume that everything they read online is true.
- 3.17 Pupils are keen to help others in school and the wider communities. Older pupils support younger ones, and they identify need within the local community as well as supporting charities further afield. Children take on positions of responsibility from an early age, when they give out instruments to babies visiting the school's weekly music group, wipe tables and hand out snacks. Older pupils are very proud of their roles as sports captains, house captains and head boy and girl, and they act as excellent role models to others, notably in-house families, when they take care to invite younger ones to contribute to discussions. Children in the EYFS show a good awareness of the wider community, and the needs of others, such as when their responses to a class 'wishing tree' resulted in their supporting a local food bank. Pupils' efforts to raise money for charities are supported by the school and they enjoy meeting other residents in the community, including visits to a local home for the elderly and support for a charity for injured jockeys. Pupils have initiated and taken part in fund raising for national charities through events in and outside school; however, their active involvement in whole-school fundraising is limited and their awareness of the needs of others outside the school is not as well-developed as their understanding of the ways in which they can help their peers.
- 3.18 Pupils show a good awareness of the non-material aspects of the world such as family, friends and the environment. They value activities such as mindfulness and quiet reading times when they can reflect and think quietly. Pupils listen attentively when others perform in assembly, appreciating the opportunity to reflect, and younger pupils responded thoughtfully and with a sense of awe when visiting Ely Cathedral. Older pupils are able to empathise with others, such as when imagining the feelings of people boarding the Titanic for the first time, using descriptive and thoughtful language to do so. Children in the EYFS value their families, which are celebrated in displays around the room, and take pride in talking about them to adults. Older pupils appreciate freedom and the importance of maintaining good relationships with others. They are aware that it is important to care for others and show a good understanding of the importance of perseverance.
- 3.19 Pupils show good levels of social development and awareness and enjoy opportunities to collaborate in their houses and the playground. Children in the EYFS enjoy team-building activities on their weekly visits to the outdoor learning environment, and older pupils worked together productively on orienteering challenges on a residential visit. Extra-curricular activities provide opportunities for pupils to collaborate, such as when they work together on jigsaws in board games club or work as a group to form numbers on the floor in drama club. Pupils have collaborated in fund-raising activities, such as a swimathon and Christmas jumper day, and the school is supportive of pupils in this regard. However, opportunities such as these to work together commonly arise as a result of pupil initiatives, and the school provides too few planned opportunities of this kind for pupils' collaborative skills to develop fully, supporting the views of a few parents who said in the questionnaire that the school does not help their child to develop strong teamwork and social skills.

- 3.20 Pupils demonstrate a good level of understanding about diversity within the context of their school, sharing and celebrating the wide variety of backgrounds within the school community. They enjoy opportunities to share and learn about their own and each other's cultures and faiths, and say that adults in school are quick to act if pupils do not treat each other fairly. Pupils learn about different religions in their religious studies lessons, and their knowledge of celebrations such as Eid, and other countries, such as Poland, has developed because the school has encouraged pupils and parents to bring in religious, cultural and personal items to share. The vast majority of staff, pupils and parents agreed in questionnaires that the school promotes values of democracy, respect and tolerance of other people. However, pupils' knowledge of their own culture and institutions and their understanding of the wider world beyond the school and their local community is less well-developed.
- 3.21 Pupils make good decisions about their health and well-being and are confident to challenge themselves to ensure they are taking the right path. Younger children make decisions about their work and understand that their efforts may lead to rewards, responding positively to weekly 'Rainbow challenges' which give them choices about which independent tasks to complete, and appreciating that their efforts will bring rewards in the form of house points. Older pupils make informed decisions in relation to their senior schools and which clubs to attend. They understand the longer-term implications of academic and personal decisions and can explain the importance of finding the right school for the individual and of not being unduly influenced by their friends.

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

Mrs Karen Williams	Reporting inspector
Ms Lisa Maynard	Compliance team inspector (Bursar, ISA school)
Mrs Helen Lowe	Team inspector (Head, IAPS school)