



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Wandsworth Preparatory School

September 2019



Contents

School's Details		3
1. Background Information		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. Regulatory Compliance Inspection		5
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		6
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
3. Educational Quality Inspection		8
Preface		8
Key findings		9
Recommendations		9
The quality of the pupils' academic and other achievements		9
The quality of the pupils' personal development		12
4. Inspection Evidence		14

School's Details

School	Wandsworth Preparatory School			
DfE number	212/6000			
Address	Wandsworth Preparatory School The Old Library 2 Allfarthing Lane London SW18 2PQ			
Telephone number	0208 870 4133			
Email address	maria.major@wandsworthprep.com			
Headteacher	Miss Bridget Saul			
Proprietor	Bellevue Education International Ltd			
Age range	4 to 11			
Number of pupils on roll	80			
	EYFS	14	Years 1 - 6	66
Inspection dates	24 to 26 September 2019			

1. Background Information

About the school

- 1.1 Wandsworth Preparatory School is an independent co-educational day school for pupils aged between 4 and 11 years. It is owned by Bellevue Education International Ltd who govern it through various specialist committees. The school opened in 2012 with one Reception class and has grown each year to cater for pupils throughout the age range.
- 1.2 Since the previous inspection, the school has restructured the age group sections and appointed a head to each phase.

What the school seeks to do

- 1.3 The school's aim is to ignite a passion for learning through outstanding teaching, and nurturing pupils in small groups in order to recognise and encourage their unique personalities, talents and gifts. It strives to enable pupils to achieve their full potential both in and outside of the classroom. It seeks to ensure pupils leave the school as happy, confident and kind individuals, with the skills required to be independent learners, well-prepared for their next stage in learning and with a natural readiness to embrace the challenges of an ever-changing world.

About the pupils

- 1.4 Pupils come from a range of professional, cultural and ethnic backgrounds living in close proximity to the school. The school's own assessment indicates that the ability of the pupils is above average. The school has identified 25 pupils as having special educational needs and/or disabilities (SEND), which include processing issues and speech and language difficulties, many of whom receive additional specialist help and the rest are supported by their class teachers. No pupil in the school has an education, health and care plan (EHC). English is an additional language (EAL) for 11 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified five pupils as being the most able in the school's population, and the curriculum is modified for them and for eight other pupils because of their special talents in art, sport and music.

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

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

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

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

3. Educational Quality Inspection

Preface

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

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

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

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

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

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

Key findings

- 3.1 The quality of the pupils' academic and other achievements is good.
- Pupils achieve excellent levels of attainment in all areas of literacy.
 - Pupils clearly know what their next steps in learning are through effective use of assessment strategies.
 - Pupils' learning is greatly enhanced through the many opportunities for collaboration with their peers.
 - Pupils' breadth of learning in projects is limited as planning does not include cross-curricular links to all subjects including science, mathematics, music and art.
 - Pupils' use of ICT to support learning across the curriculum is under-developed.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils have extremely positive attitudes to their schoolwork.
 - Pupils effectively use the school's values and expectations as a simple but clear code of what is expected of them.
 - Pupils' collaborative skills are excellent.
 - Pupils have strong personal values, but are not as well informed about spiritual and cultural aspects of the world.

Recommendations

- 3.3 The school is advised to make the following improvements:
- Include cross-curricular links in project planning in order to provide greater breadth of knowledge for all pupils.
 - Further develop the use of the full range of ICT across the curriculum in order that pupils can successfully apply technological skills to their studies.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 The attainment of pupils of all ages and abilities, including those with special educational needs and disabilities (SEND), those who have English as an additional language (EAL) and those who are more able is good. Sensitive, caring teaching in the EYFS ensures that individual needs are catered for enabling all children to make significant progress. Most achieve the expected learning outcomes by the time they finish Reception, and in many cases exceed them. Pupils achieve considerable success in internal assessments due to the effective implementation of the assessment framework and the positive, professional attitudes of staff. Senior leaders ensure that pupils do not feel overly pressured by regular assessments, which they take in their stride. Based on evidence seen in lessons, workbooks and interviews with pupils, they make good progress over time. On occasions, the needs of lower attainers were not fully taken into account and progress for them was limited.

- 3.6 Pupils throughout the school develop good knowledge in many areas of learning and acquire skills that help them to apply their understanding, in line with the school's aims. Younger children acquire strong early literacy and numeracy skills. They engage wholeheartedly in the range of activities that cover all areas of learning, planned by staff who are skilful in following the children's emerging interests. Pupils talk enthusiastically about the termly project, which incorporates some foundation subjects. However, despite a range of good work being seen in pupils' books, their breadth of knowledge was limited as links with subjects such as science, mathematics, art and music that would have extended learning were under-developed. Pupils showed creditable levels of attainment in oral and written French and Spanish. Despite having limited space for physical education, pupils participate whole-heartedly in all sports lessons. They demonstrate a good range of drawing and painting techniques in art, notably in their self-portraits based on the work of different famous artists such as Thilo Rothacker and Quentin Blake. Pupils are creative and rise to the challenges they are given on the outdoor education programme, and recognise that their all-round development is enhanced by educational visits and the extra-curricular activities available to them.
- 3.7 Pupils of all ages demonstrate excellent communication skills, which they successfully apply to all areas of learning. The youngest pupils develop listening skills through appropriate strategies to gain their attention such as ringing a bell and counting down from three. Older pupils follow instructions carefully and listen attentively to other people's points of view. Pupils read enthusiastically. The youngest children animatedly re-told the story of *The Very Hungry Caterpillar*. Special events such as Book Fortnight, book awards and visiting authors make the written word on the page come alive. Pupils of mixed ages thrive through the reading buddy programme. The youngest children happily engage in mark-making and letter formation activities. Older pupils write effectively in a number of genres and confidently use new vocabulary in their written work. They successfully use mature vocabulary and phraseology to create poignancy and atmosphere in their creative writing. Pupils of all ages are confident when conversing with adults, and encouraged by teacher's open-ended questioning, contribute fully to class discussions. Pupils with EAL develop strong verbal skills, enabling them to join in fully in all activities with their peers. These pupils, and those with special needs, thrive due to the excellent support they are given, although on rare occasions they found it difficult to engage with the task, as it was not matched to their abilities.
- 3.8 Effective teaching, which gives pupils clear learning objectives and tasks matched to ability, ensures that they acquire a high standard of numeracy skills. They know how well they are progressing through clear effective marking, regular assessment and reference to the objectives. The youngest pupils accurately counted spots on dominoes and the number of children standing in the line. Older pupils understood place value to a million, telling the time to a quarter of an hour and were adept at doubling and halving numbers. The oldest pupils could handle data efficiently through graphs and charts, understood ratio and proportion, and were quick to select the right function in order to solve problems. Pupils relish the regular 'Chilli Challenges' given to them, where they can choose a mild, spicy or hot task to undertake, according to their ability. Pupils' use of mathematical skills across the curriculum, however, is less well developed as links to other subjects are not clearly identified in project planning.
- 3.9 Older pupils demonstrate sound skills in ICT in some areas of the curriculum, but do not use it consistently as a regular resource for learning. They eagerly use the new hardware the school has invested in and engage enthusiastically with the skills-based published scheme, which is taught within their project lessons. Their ability to search spontaneously online for information during lessons and to select technology to support their learning is restricted due to limited availability of the hardware. Lesson planning does not yet identify clearly the opportunities the effective use of ICT. Pupils' competence is further developed through an extra-curricular club, but only for one-year group each term. Older pupils confidently used a range of word-processing skills to prepare and publish a regular school magazine.

- 3.10 Pupils of all ages develop strong study skills. In their responses to the pre-inspection questionnaire, pupils unanimously agreed that they were encouraged to think and learn for themselves. They respond positively to the different types of task they are given, and are highly motivated when working independently or collaboratively. In English, younger pupils animatedly discussed their storyboard pictures with a partner to help them compose the accompanying narratives. Pupils talk enthusiastically about the diverse range of opportunities for investigation and problem-solving during whole school themed weeks for mathematics, and science. They develop higher-order thinking skills through stimulating, interactive tasks. Pupils were able to hypothesise, draw inference and consider their emotional response when they studied the First World War. They looked at the evidence in order to grapple with challenging questions such as ‘why’, ‘what if’ and ‘how does it make you feel’. Older pupils successfully analysed part of the text of *The Lion, the Witch and the Wardrobe* alongside a passage from the Bible to identify symbolism and similarities in the stories.
- 3.11 Pupils achieve excellent results in competitive entry examinations to local independent and maintained grammar schools, with all gaining places at their school of choice and a small number of pupils are awarded scholarships. Encouraged by enthusiastic staff, they achieve a good level of success in a limited range of local competitions such as chess, story writing and art. They are strongly encouraged to participate in national competitions such as the BBC’s 500-word story-writing competition, and pupils have been placed in the top 5000 in the Primary Maths Challenge. Senior management ensure that pupils’ successes outside the classroom, for example in gymnastics, are warmly celebrated by the school community. Pupils achieve good results in external instrumental, singing, speech and drama examinations. They grow in confidence and self-esteem through regular participation in school plays and recitals and they talk passionately about the annual Poetry Café where they are all warmly encouraged to recite their poems to peers and parents in a comfortable, relaxed atmosphere. Pupils participate keenly in a small number of inter-school sporting events, but opportunities to use their skills in competitive situations are limited. They enjoy taking part in the extra-curricular programme, which enables pupils to develop a broad range of skills and interests.
- 3.12 Pupils of all ages and abilities have extremely positive attitudes to learning. In the questionnaire pupils unanimously stated that the school helps them to be confident and independent, and they commented that teachers make learning interesting, challenging and fun. Pupils take leadership in their learning, and are encouraged to reflect thoughtfully at the start of a project on what they want to find out. They successfully adopt the concept of ‘growth mindset’ in their approach to work, and can clearly articulate how it prompts them never to give up. They feel empowered to take risks in their learning, and to approach a problem from different angles in order to solve it. A small number of parents commented on the beneficial impact ‘growth mindset’ had made on their children’s attitude to problem-solving. Pupils thrive on the many opportunities for collaboration, and regard learning partners as a highly valued resource to challenge thinking, refine ideas and learn from mistakes. Younger pupils in small groups thoughtfully negotiated how to portray their group mime of Anglo-Saxon village life. Older pupils suggested their own criteria as they considered how to classify living creatures into sub-groups. Those creating the school newsletter showed a mature level of initiative and independence working collaboratively to prepare the next edition for publication.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages and abilities have particularly high levels of self-knowledge, self-discipline and resilience. As they progress through the school, they grow in self-esteem as they become aware of their own strengths and weaknesses. They demonstrate positive learning habits, which are reinforced by the many motivational displays around the school. Less able pupils and those with EAL appreciate the warm, caring support they are given, and sensitive, focused teaching ensures that all pupils know what they are good at and where they need to improve. In discussion, pupils were confident and self-assured, open in sharing their feelings and attitudes. The senior leaders have successfully inculcated a 'have a go' culture across the school in which pupils thrive and are empowered to make mistakes in order to learn. This, coupled with the confidence gained through the many leadership roles they undertake, ensures that pupils feel extremely well equipped for the next stage of their education.
- 3.15 Pupils make sensible choices and are fully aware that the decisions they make will impact directly on their own success and well-being. Constant reinforcement and praise when good choices are made, instils a confident, positive attitude to work and raises the pupils' self-esteem, in line with the school's aims. Pupils explained that making the wrong decision can be the first step in learning, and they value greatly having learning partners in order to share and explore decision-making. Older pupils are adept in making sensible choices in their work, such as selecting strategies for problem-solving and thinking creatively. In the questionnaire, staff were unanimous in feeling pupils developed effective decision-making skills both inside and outside the classroom.
- 3.16 Pupils of all ages develop a good awareness of spirituality. They understand the need for tolerance in a multi-faith society and are eager to find out about other religions in their project work. The youngest children reflect with wonder and surprise as they investigate the many 'small world' activities and explore the outdoor learning environment. Pupils develop a deep appreciation of the non-material aspects of life through art, literature and project work, and benefit from being given time and space to contemplate. In particular, work on remembrance relating to The First World War allowed pupils to empathise with people living in war-torn communities. Reflecting on the similarities between Edmond's journey in Narnia, and Jesus's experience in the desert, provided older pupils with opportunities for spiritual growth. They greatly appreciate the beauty of the outdoor environment on their regular visits to Wandsworth Common for break times and outdoor education.
- 3.17 Pupils of all ages are polite, respectful and courteous towards staff and their peers. Pupils understand and follow closely the school values, and are clear why the school's expectations of their behaviour that are displayed throughout the school provide a positive blueprint for their actions and attitudes. The senior leaders have successfully instilled a clear concept of rules, so that pupils know why they should be followed in schools and other communities so that they function in a fair and organised way. The youngest children quickly develop a strong awareness of right and wrong and know why they should take turns. Patient, kind-hearted staff calmly deliver gentle guidance so that the need for making good choices is embedded at an early age. Older pupils have a well-developed moral code and they take responsibility for their own behaviour. They are able to articulate that genuine mistakes in how they behave are seen as part of learning. They show genuine care and concern for their peers, as seen when a group of pupils in the dining hall reacted immediately to help a child who was choking on a piece of food, patting him on the back and sending for help. Pupils develop a strong understanding of British values in a wide range of activities they explore during the whole school Parliament Week.

- 3.18 Pupils' social development is excellent and almost all parents agreed in the questionnaire that the school helped their child to develop strong teamwork and social skills. They develop a strong social awareness through the many opportunities provided for teamwork, problem-solving and collaboration across year groups. The youngest children acquire strong team working skills through their activities in the outdoor area, and were seen to negotiate well in the role-play area in order to reach a common end result – going into space! Older pupils were often seen collaborating effectively, and learning partners engage in lively discussion when undertaking shared tasks. Those elected to the school council work effectively together to achieve common goals and all pupils feel positive about the school community.
- 3.19 Pupils develop strong leadership skills and contribute positively to the school community through performing a range of responsible roles. Younger pupils thrive on the class responsibilities, and the oldest pupils conscientiously perform leadership duties in ICT, first aid, reading, physical education and well-being. They eagerly put forward suggestions for school improvement via the school council, and comment that they feel their ideas are listened to and acted upon. They were particularly proud of being awarded their bronze eco-school status, and delighted that 'Operation Playground', an initiative prompted by pupils' views, resulted in improvements in equipment and the overall lunchtime experience. Pupils are extremely motivated to take part in fund-raising activities such as movie night, the 'Smarties Challenge' and a sponsored read to raise funds for the annual charity they have voted to support. They enthusiastically participate in a range of local and national competitions, concerts and productions.
- 3.20 Pupils see no difference between those with other beliefs and cultures, and unquestioningly respect the right of people to hold differing views to themselves. They gain a good insight into different faiths in religious education, which form part of their project work, and develop greater awareness through celebration of special events such as the Festival of Light. Pupils eagerly found out about other cultures in 'One World Week', where each class studied a different country and presented their findings to their parents and peers. They understand the place of significant days such as Remembrance Sunday, and warmly celebrate British customs throughout the year. Younger pupils demonstrate the need for sensitivity towards each other when learning how to working alongside new friends. Older pupils are keenly aware of the problems that arise from lack of tolerance, and are beginning to see that such attitudes will directly affect the world they will live in as adults.
- 3.21 Pupils of all ages are aware of how to stay safe and keep healthy. The youngest children know why they must wash their hands to get rid of germs after playing in the outdoor mud kitchen. Older pupils understand the need for sleep and exercise, and maturely articulate what constitutes a healthy, balanced diet and the reason for it. They are alert to the dangers that can arise from technology online, a message that is regularly reinforced by conscientious staff, and are fully aware of 'stranger danger' through relevant personal, social and health education and assemblies. They feel confident they can share worries and concerns with a sympathetic, compassionate adult within the school, and raise issues anonymously through the class 'worry jar' if necessary. Parents in the questionnaire unanimously felt that the school encouraged their child to adopt a healthy lifestyle.

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

Inspectors

Dr Wendy Bowring

Reporting inspector

Mr Paul Lane

Compliance team inspector (Bursar, IAPS school)

Mr Lawrence Groves

Team inspector (Headmaster, ISA school)