



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

St Andrew's (Woking) School Trust

June 2023

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School's Details

School	St Andrew's (Woking) School Trust			
DfE number	936/6109			
Registered charity number	297580			
Address	St Andrew's (Woking) School Trust Church Hill House Wilson Way Horsell Woking Surrey GU21 4QW			
Telephone number	01483 760943			
Email address	admin@st-andrews.woking.sch.uk			
Headteacher	Mr Dominic Fitzgerald			
Chair of governors	Mr Max Taylor			
Proprietor	St Andrew's (Woking) School Trust			
Age range	3 to 13			
Number of pupils on roll	320			
	EYFS	53	Juniors	218
	Seniors	49		
Inspection dates	27 to 29 June 2023			

1. Background Information

About the school

- 1.1 St Andrew's (Woking) School Trust is an independent co-educational day school. Situated on the outskirts of Woking, the school was founded in 1937 as an independent boarding school for male pupils. The school became a trust in 1985 and a co-educational day school in 1993. Since the previous inspection, a new headmaster took up post in September 2020 and a new chair of governors was appointed in January 2021.

What the school seeks to do

- 1.2 The school's aim is to create a nurturing and happy environment of trust and support, in which all pupils are engaged, encouraged, challenged and enabled to develop their skills, talents, interests and potential to the full. The objective is to ensure that every pupil develops intellectually, physically, creatively and spiritually, and acquires the skills to contribute positively to the community and embrace the diversity of others.

About the pupils

- 1.3 Pupils come from predominantly professional family backgrounds from within Woking and the surrounding area. A small number of pupils come from outside of the UK. Data provided by the school indicate that the ability of pupils is average compared with other pupils taking the same test nationally. The school has identified 72 pupils as having special educational needs and/or disabilities (SEND), including dyslexia and dyscalculia, 45 of whom receive additional specialist support. There are no pupils with an education, health and care plan (EHC). English is an additional language (EAL) for 65 pupils, 2 of whom are supported by specialised timetabled lessons. Data used by the school have identified 43 pupils as being more able in the school's population and 62 pupils who have a particular talent, including in sport, music, art and drama, for whom the curriculum is modified.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are 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 FOCUSED 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 standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; 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 standards 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 does not meet all of the required 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 should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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 Pupils receive relationships education in the primary years and relationships and sex education in the secondary years, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.8 The school ensures that good behaviour is promoted and 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.
- 2.9 Suitable arrangements are made to safeguard and promote the welfare of pupils in aspects such as making referrals to local agencies and listening to children. In these areas, actions taken have due regard to current statutory guidance. However, not all required recruitment checks on adults who come into contact with children have been carried out promptly in line with *Keeping Children Safe in Education 2022*, in particular those relating to the barred list check. This represents a failure to safeguard pupils.
- 2.10 The standards relating to welfare, health and safety in paragraphs 9–16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but that in paragraph 7 [safeguarding] is not met.**

Action point 1

The school must ensure that a check on the barred list is obtained for all staff before the commencement of employment [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 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

- 2.13 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.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.
- 2.16 The standard relating to the provision of information [paragraph 32] is met.**

PART 7 – Manner in which complaints are handled

- 2.17 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.
- 2.18 The standard relating to the handling of complaints [paragraph 33] is met.**

PART 8 – Quality of leadership in and management of schools

- 2.19 The proprietor has not ensured that the leadership and management, including governance, demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils. Leadership and management, including governance, does not demonstrate the necessary skills and knowledge of some recruitment practices. The standard relating to safeguarding has not been fully implemented.
- 2.20 The monitoring and oversight of the standards by leadership and management, including governance, is not robust. Systems and records are not always in place or are not maintained effectively.
- 2.21 The standard relating to leadership and management of the school in paragraph 34 is not met.**

Action point 2

The school must ensure that those with governance, leadership and management responsibilities, demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are met consistently, and that they actively promote the wellbeing of pupils [paragraph 34(1)(a), (b) and (c)].

Action point 3

The school must ensure that leadership and management, including governance, have robust systems in place to ensure the effective monitoring and oversight of the independent school standards, including staff recruitment practices [paragraph 34(1)(a), (b) and (c)].

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.

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

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

Key findings

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

- Pupils' communication skills are excellent; they express themselves with confidence, eloquence and maturity.
- Pupils demonstrate consistently high levels of knowledge, skills and understanding, across all subjects.
- Pupils' academic and other achievements are wide and varied, and highly accomplished for their ages.
- Pupils exhibit excellent attitudes to learning; they show a genuine desire and determination to succeed.
- Pupils' progress is sometimes constrained when they are not enabled to respond effectively to the feedback given to them by their teachers.

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

- Pupils have excellent self-understanding; they show strong perseverance and resilience as learners.
- Pupils display high levels of moral understanding, evident in how they value democracy and highlight injustice.
- Pupils demonstrate strong collaborative skills in and outside lessons.
- Pupils show a deep appreciation of diversity, manifest in how they embrace difference and show kindness and respect to everyone.

Recommendation

3.3 The school is advised to make the following improvement.

- Enable pupils to further understand how to improve their work through strengthening feedback practices.

The quality of the pupils' academic and other achievements

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

3.5 Observations in lessons, the scrutiny of work and the school's own assessment data show that pupils make strong progress overall, between joining and leaving the school, with many making rapid

progress from their starting points. Pupils with SEND, and those with EAL, make progress in line with and often beyond that of their peers. Data show that the attainment of pupils is above those taking the same tests nationally. Almost all children reach a Good Level of Development (GLD) by the end of the EYFS. Pupils are successful in gaining places in a range of senior schools with competitive entry requirements. In responses to the pre-inspection questionnaires, most parents agreed that teaching enables their child to make progress and that their child's particular individual educational needs are met effectively.

- 3.6 Pupils' knowledge, skills and understanding are excellent across all areas of the curriculum. This is true of pupils of all ages and abilities. More able pupils often display a level of understanding beyond their years. For example, in a Year 8 information and communication technology (ICT) lesson, pupils applied their knowledge of coding and programming to excellent effect when designing an animation, with some pupils working at GCSE level. Pupils' linguistic skills are excellent. For example, in a Year 3 Spanish lesson, pupils exhibited deep understanding for their age of written Spanish and accurate use of vocabulary as they proudly read out well-known stories that they had translated into Spanish. Pupils' physical skills are well developed for their ages and children in the EYFS display high level fine and gross motor skills. In a sewing activity, pupils in Years 1 and 2, accurately explained how they carefully used their needles in cross stitching. In a Year 5 physical education lesson, pupils demonstrated strong physical skills as they perfectly controlled their bodily momentum in the long jump. Pupils across the school are highly creative in art, music and drama. Art work on display is outstanding for this level. Pupils demonstrate excellent levels of musicality; they sing well in harmony and play instruments with confident musical expression. In drama, pupils in Year 8 showed high level vocal skills as they delivered believable characters and used mime effectively when performing in *Wind in the Willows*.
- 3.7 Pupils are excellent communicators. They listen attentively and speak confidently when in conversation with others. They express themselves with ease and eloquence using a wide range of often sophisticated vocabulary. Children in the EYFS display highly-developed communication and language skills, encouraged to extend their vocabulary by focusing daily on a different word. For example, when the word of the day was "endeavour", children in Reception, excitedly proclaimed that they had "endeavoured" to build a tower for a frog. Pupils' writing is of a high standard for their ages and they display well-developed creative writing skills. Pupils read with great fluency and enjoy any opportunity to read out loud. The leadership's emphasis on encouraging every pupil to use the well-resourced library each week, enables all pupils to develop a love of reading.
- 3.8 Pupils' numeracy skills are highly developed and they apply them confidently across the curriculum in a variety of ways. Children in Nursery counted to ten with ease as they successfully sorted a series of shapes. In a mathematics lesson in Year 2, pupils adeptly used their prior knowledge of number to correctly answer questions involving inequalities. In Year 6 science, pupils accurately used a force meter and calculated the mean of their measurements when investigating friction. Across the school pupils are engaged and excited by mathematics and teaching promotes a love for the subject, enabling pupils to apply their mathematical skills in other subjects without fear of failure.
- 3.9 Pupils use ICT well to embed and develop their learning. Pupils show a high level of expertise when using software creatively to produce detailed presentations of their research work, for example, in science and history. In discussions about their work, Year 5 pupils spoke proudly of how they used 3-dimensional design software in ICT to successfully create a castle. In drama, more able pupils used their wide-ranging ICT skills to excellent effect, to organise the lighting and enhance the stage set when providing technical support for the school production. Older pupils use their personal devices effectively to organise their work and they spoke of how this has made them more efficient as learners.
- 3.10 Pupils display sophisticated study skills for their ages. Supported by a strong emphasis on cross-curricular work and teaching which provides intellectual challenge, pupils learn to develop their study skills to a high level. Across the years, pupils draw knowledgeably on a wide-range of resources when

asked to choose materials to complete a task. In a Year 1 English lesson, pupils speedily analysed sentences when considering how they could be improved, accurately highlighting the need for correct punctuation. In a Year 5 history lesson, pupils correctly identified the influence of bias on sources. Year 8 pupils described in consequential steps how they had created and successfully tested their own hypotheses when considering the speed of an object flowing down a river as part of their geography field work. Year 6 pupils explained how they effectively used spider diagrams, for example, in theology, philosophy and religion (TPR), to carefully and logically organise their thoughts and ideas when formulating a plan for writing their own parable. Whilst teacher feedback is plentiful, inspectors found that pupils are sometimes vague about what they have learned from some feedback. This is particularly true of oral feedback, which pupils often struggled to recall and said that they found more difficult to act upon.

- 3.11 Pupils achieve strongly in a wide range of academic and other pursuits. Supported by leadership, pupils of all ages participate fully in an extensive programme of extra-curricular activities and their accomplishments are many and varied. Pupils often succeed at the highest level in the junior UK Mathematics Challenge. Pupils are successful in national and international writing competitions, as well as in a variety of arts based activities such as competitions run by the Royal Academy of Arts. They perform to a high level in drama when taking part in school productions, and in music when performing in the many school orchestras, choirs and ensembles. From a young age, pupils enjoy success in LAMDA examinations for speech and drama. Nearly all pupils play a musical instrument and a large proportion have achieved merits and distinctions in instrumental music and singing examinations. More able musicians successfully audition for music scholarships and places in the National Youth Orchestra. Pupils achieve highly in both team and individual sports, with some pupils playing at county level in, for example, cricket and hockey.
- 3.12 Pupils' attitudes to learning are excellent and consistently strong across all ages. Pupils of all ages rise to the challenge of working collaboratively and they understand how working together makes them more efficient. Pupils display a passion for learning and an insatiable desire to acquire new knowledge. For example, in a Year 5 games lesson, pupils focused intently to improve their bowling length and accuracy. In responses to the questionnaires, a very small minority of pupils disagreed that most lessons are interesting. In all lessons observed, inspectors found pupils to be interested, focused and highly engaged in their learning. Pupils show a clear enjoyment for learning. Pupils expect to be challenged by teaching, and in most lessons, effective planning ensures that activities extend pupils' thinking. The school values and how they are lived by both pupils and staff is a major factor in why pupils display such excellent attitudes towards their learning. The school very successfully fulfils its ambitious aims.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' self-understanding is excellent. Pupils across the school, including those with SEND, show high levels of self-esteem. Pupils understand that being "happy and content with who you are" is important for personal wellbeing. Pupils, including children in the EYFS, have a quiet self-confidence and are aware of their own strengths and weaknesses. They strive to improve their own learning and seek ways to improve their self-knowledge. Pupils exhibit strength of mind, resilience and perseverance in their learning and they are not frightened to fail. Children in the EYFS showed strong perseverance as they tried to build a tower by balancing various shaped solids, picking up the pieces and trying again as it repeatedly fell over. Year 6 pupils spoke with confidence of how when finding something hard, they keep trying as they are determined to achieve. Teaching engenders resilience in pupils' learning through constant encouragement and appropriate challenge.
- 3.15 Pupils make decisions that impact positively on the school community. This is due in part to the school's approach to listening to and encouraging pupils' views. For example, the school council

contributed to the creation of the school values, and in initiating change to the school uniform. At every opportunity, teaching encourages pupils to think for themselves and make independent decisions. Children in the EYFS show confidence in decision-making when asked to choose their free-play activities. From the earliest age, pupils demonstrate an understanding that informed decision-making is key to determining their future success. Older pupils know that the decision they make about the secondary school they wish to attend is important and will shape their future. They spoke wisely of a need to reflect carefully and to weigh up the positives and negatives of any major decision taken in life. Pupils know that the extra-curricular activities they choose to participate in will develop skills that they may not otherwise learn, for example, sewing, cooking and karate.

- 3.16 Pupils possess a strong spiritual understanding and show a deep appreciation for what is important in life. Pupils spoke reflectively about their individual spiritual beliefs and what faith means to them. They expressed a good understanding of why having a faith matters to some people but not to others. In a Year 6 TPR lesson, when discussing the gifts of life, pupils explained that life itself is the best gift we have been given. In discussions, pupils spoke of nature being a gift from God and of how plants and animals are essential to the world. In a Year 7 science lesson, pupils showed good awareness of the complexity of nature when accurately describing black holes as “startling, awesome and unimaginably powerful”. Pupils see the beauty in nature and appreciate the calm that being outdoors brings. Children in the EYFS spoke of their excitement of having playtime in the garden. The school grounds offer pupils places for quiet contemplation; pupils were observed at break times sitting under trees reading and taking time out for themselves. Pupils expressed gratitude for having supportive families and friends who make them happy. They explained how immersion in activities such as art and music takes them to a place where they can forget any troubles they may be experiencing.
- 3.17 Pupils show strong moral understanding. In discussions, older pupils stated that from Nursery, the school gives them a deep sense of morality. They spoke of how TPR lessons help them to understand moral responsibility, through debate and reflection on the messages expressed by Christian parables. Pupils understand right from wrong and the need for laws within society. They have a good appreciation for democracy, and greatly value the democratic process that takes place to elect school council representatives. Pupils behave well in lessons, and pupils of all ages have a deep respect for the school rules. They are polite and considerate when moving around the school site, and in their interactions with others. Pupils look out for one another and seek to highlight any injustice. The emphasis teaching puts on living the school values greatly impacts on pupils and the positive way in which they work with and respect one another.
- 3.18 Pupils display strong levels of social awareness. Pupils across the ages form highly productive and supportive relationships with one another. In house meetings pupils mixed seamlessly across the years as they discussed their participation in house activities. Pupils, including children in the EYFS, befriend and support their peers when in the playground, doing so with kindness and sensitivity. Pupils demonstrate highly effective collaborative skills. They work well together both in and outside of the classroom and demonstrate a good understanding of the link between teamwork and the ability to succeed. They show robust levels of maturity when working collaboratively, due in part to the strong ethos of kindness which cascades through the year groups. In a Year 4 art lesson, pupils worked well in pairs to discuss and maturely critique one another’s pastel drawings inspired by Aboriginal symbolism. In a Year 7 science lesson, pupils collaborated effectively through the use of their personal devices to share information efficiently when researching projects on space. In questionnaires, the overwhelming majority of parents agreed that the school helps their child to develop strong teamwork and social skills.
- 3.19 Pupils’ contribution to the school community is strong. Pupils throughout the school show excellent commitment towards helping to promote the school and support other pupils. Pupils eagerly take on a variety of leadership roles. Year 8 pupils take seriously their positions as mentors and positive role models to younger pupils, including children in the EYFS. Year 7 pupils effectively lead their buddy groups in house meetings as they listen empathetically to others’ viewpoints. Such roles enable pupils

to epitomise the school values and help to promote a respectful and caring atmosphere within the school. Pupils spoke of the many initiatives influenced by both the school council and the eco council and pupils see these as being highly effective bodies. Pupils understand that by giving to charity they are impacting on other people's lives in the wider community in a positive way. The annual House Charities event, organised and run by pupils, demonstrated the strength of engagement of the pupils. Pupils enthusiastically support the local foodbank and provide entertainment in the form of music and choral concerts for people in local residential homes.

- 3.20 In line with the school aims, pupils of all ages embrace the diversity of others. Through their positive friendships and acceptance of their peers' differences, pupils cultivate the strong and pervading ethos of humanity and benevolence. This is a real strength of the school, due in part to the tight-knit nature of the community in which everyone knows one another well. Pupils value cultural diversity and they are encouraged to do so by the many cultural activities that take place. The eclectic range of resources in the library stimulate, nurture and support pupils' curiosity about the diversity of others. In a Year 3 TPR lesson, pupils discussed maturely the importance of having an understanding of other religions in order to be more empathetic towards others. In accepting that all people are all equal in humanity, pupils stated that "we are all the same and we are all different". Pupils in Year 6, explained how creating a documentary as part of a project in English about the *Windrush* generation, had enabled them to understand the plight of and courage shown by those coming to the country.
- 3.21 Pupils demonstrate a good understanding of how to stay safe and keep healthy. Pupils spoke of the benefits of choosing healthy food options on a daily basis, and of taking regular exercise. Pupils are aware of the need to keep mentally healthy and they spoke about how sport and creative arts activities help them to unwind. Leadership and governance puts great emphasis on supporting pupil wellbeing, and pupils appreciate this. For example, pupils recognise the benefits of having an emotional literacy support facility and they spoke of how talking to those staff has helped them in times of need. Pupils know how to keep safe online and older pupils spoke of offering helpful advice to younger pupils, for example, by regularly changing passwords. Whilst a very small minority of pupils in questionnaire responses commented that they could not speak to an adult if they were worried about something, pupils spoke knowledgeably of the support systems in place should they have a problem. Most parents agreed in questionnaire responses that the school safeguards their child effectively.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Ms Adrienne Richmond	Reporting inspector
Mr Jonathan Dunn	Compliance team inspector (Former deputy head, ISA school)
Mrs Karen Pickles	Team inspector (Former senior leader, HMC school)