



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Buxlow Preparatory School

February 2019



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School's Details

School	Buxlow Preparatory School			
DfE number	304/6051			
Address	Buxlow Preparatory School 5 to 6 Castleton Gardens Wembley Middlesex HA9 7QL			
Telephone number	020 8904 3615			
Email address	admin@buxlowschool.org.uk			
Headteacher	Mr Darren May			
Proprietor	Inspired Learning Group Limited			
Age range	2 to 11			
Number of pupils on roll	97			
	Boys	49	Girls	48
	EYFS	24	Juniors	73
Inspection dates	12 to 14 February 2019			

1. Background Information

About the school

- 1.1 Buxlow Preparatory School was founded in Wembley in 1927. It is owned and governed the Inspired Learning Group (ILG), with the support of a small management group.
- 1.2 The school comprises two sections: Nursery, which opened in 2015, for children aged 2 to 5 years in the Early Years Foundation Stage (EYFS), and Prep, for pupils aged 5 to 11 years.
- 1.3 Since the previous inspection, the outside play areas have been renovated. A new headteacher was appointed in September 2018.

What the school seeks to do

- 1.4 The school's aim is to create a community that is welcoming, happy, vibrant and focused, in which each pupil is encouraged, challenged and supported to achieve and progress. It seeks to nurture well-being, confidence, leadership and collaboration, as well as active participation in learning. The school endeavours to prepare pupils for the next stage of education and life.

About the pupils

- 1.5 Pupils come from a diverse range of ethnic backgrounds, representing the cultural diversity of the local area. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 16 pupils as having a range of special educational needs and/or disabilities (SEND), all of whom receive additional specialist help. Two pupils in the school have an educational health care (EHC) plan. It has identified 16 pupils who have English as an additional language (EAL), seven of whom receive support; the remainder are bilingual. Seven pupils identified as being the most able or with special talents in the school's population follow a modified curriculum in maths, English, art, or 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 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 develop good levels of knowledge, skills and understanding across the curriculum, with particularly high levels in mathematics and music.
- Pupils' communication skills are excellent.
- Pupils' good skills in information and communication technology (ICT) are not applied consistently across the curriculum to enhance their learning.
- Pupils' ability to think critically is good, but opportunities for pupils to analyse, hypothesise and synthesise across the curriculum are inconsistent.

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

- Pupils' social development is excellent and they have a very strong moral framework.
- Pupils are very accepting and appreciative of others from different backgrounds and cultures.
- Pupils are able to think for themselves and make their own decisions in lessons, when given the opportunity.

Recommendations

3.3 The school is advised to make the following improvements:

- Extend pupils' ability to apply their skills in ICT across the curriculum.
- Extend opportunities across the curriculum for pupils to analyse, hypothesise and synthesise in order to develop their high-level thinking and reasoning skills further.
- Strengthen pupils' independent decision-making skills through increased opportunities to apply these in lessons across the school.

The quality of pupils' academic and other achievements

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

3.5 The attainment of pupils of all ages and abilities, including those with SEND or EAL, and those who are more able, is good overall. The school does not take part in National Curriculum tests, but the available evidence shows attainment to be above average in relation to national age-related expectations. EAL pupils achieve at least average attainment in English as a result of the support that they receive. Many pupils attain particularly high levels in mathematics and music. Evidence from lessons, pupils' work, and discussions with pupils demonstrates that all pupils make at least steady, and in some cases fast, progress from their starting point as they advance through the school. Most EYFS children make rapid progress because of the nurturing and sensitive teaching, which meets their individual needs. Most achieve the expected standard by the time they finish Reception, and some exceed them. Pupils at the top of the school usually attain good standards in standardised assessments in English and some achieve notably high standards in mathematics. This is partly because pupils are aware of their learning objectives in all subjects and acknowledge the level of their understanding of them as they work. Well-embedded practice of careful teacher assessment and feedback makes pupils aware of their targets and helps them to progress well. Pupils also attain good standards because teachers have good knowledge of the strengths and weaknesses of pupils and they support all learners to achieve well and have confidence in their learning. Most parents and all pupils in their questionnaire responses agreed that teaching enables pupils to make progress, fulfilling the school's aim to prepare pupils for the next stage of their education.

- 3.6 Pupils throughout the school develop good knowledge in all areas of learning and acquire skills that help them to apply their understanding. Children in the EYFS acquire good early literacy and numeracy skills and pupils throughout the school are keen to learn new information about topics that interest them. Pupils show enjoyment of creativity and range of good skills and techniques in art, as shown by the Year 3 paintings of skies in the style of Vincent van Gogh, Year 5 pupils' African mask designs, and abstract pieces in the style of Anthony Frost by Year 2 pupils. In a Year 1 music lesson, pupils showed good concentration and listening skills as they played rhythms on tambourines and sang songs with enthusiasm and excellent sense of pitch. Older pupils show excellent standards in music and many are accomplished instrumentalists and singers, encouraged by enthusiastic teaching and range of opportunities to perform. The youngest pupils take part keenly in physical education (PE) lessons and develop good teamwork and co-ordination. Older pupils show good knowledge and understanding of skills, techniques and rules of team sports in their off-site PE lessons. EYFS children quickly develop pre-reading and writing skills through a range of interesting and colourful learning activities.
- 3.7 Throughout the school pupils demonstrate excellent communication skills, which they effectively apply to all areas of learning. From the earliest age pupils speak clearly and with confidence. They happily take turns to speak and listen carefully. For example, in a Reception class PE lesson, children listened attentively to instructions and asked questions to enhance their understanding. Similarly, in a Year 6 English lesson, pupils enthusiastically entered into group discussions about their thoughts on *The Highwayman* by Alfred Noyes. Pupils develop their outstanding communication skills from an early age through being encouraged by their teachers' open-ended questions to talk confidently to their class about various items or stories. Children in the EYFS enjoy talking to others and adults promote good pronunciation of words through demonstration and by gently encouraging those with less well-developed speaking skills. Children's listening skills are nurtured through gentle guidance and support, as seen in carpet time discussions and story times. Older pupils express themselves clearly and expressively as a result of opportunities in lessons for discussion and the application of their speaking skills in weekly speech and drama lessons. The youngest pupils develop reading skills at a fast rate and throughout the school pupils read clearly and with understanding. They show interest in what they read and are keen to share what they find. For example, Year 1 pupils asked to read a poem aloud because they liked the vocabulary being used. Pupils are keen to read for information and pleasure and enjoy visiting the well-stocked school library. EYFS children make fast progress in their acquisition of cursive handwriting and simple spellings as a result of the many opportunities for early writing skills in Reception. Older pupils write effectively in various styles and genres and use an increasing range of new vocabulary in their written work.
- 3.8 Pupils of all ages and abilities attain good and often excellent levels of attainment in numeracy. This is because knowledgeable teachers assess pupils' understanding as they work and provide challenges to suit every ability. Pupils can apply their knowledge and skills to the other areas of learning. Nursery children learn to count as they choose from a range of practical activities, including counting items into weighing scales to balance them. Children in Reception solve simple addition calculations up to 20 and Year 1 pupils clearly understand the principles of multiplication and division, as shown when they shared out cubes into equal piles. Year 6 pupils were seen to enthusiastically and successfully find the three angles of a triangle using a complex formula.
- 3.9 Pupils from Year 2 to Year 6 show a good level of skill in their ICT lessons, but do not apply this consistently across the curriculum in order to further enhance their learning. Their displayed work includes the effective creation of animations by Year 5, spreadsheets by Year 4 and data handling by Year 2. In discussions, pupils said that they do not always have the opportunity to use ICT in their learning, apart from occasional tasks in English and history using tablets, and that they would like to use ICT more in their learning.

- 3.10 Pupils show study skills appropriate to their age. They can plan and organise their work, read critically and reflect on the knowledge gained. Pupils apply themselves fully to lessons and are keen to solve problems and rise to challenges when they are presented. Younger pupils begin to develop effective study skills through the open-ended questioning by teachers. Pupils enjoy critical thinking lessons and quickly learn to pose delving questions to deepen their thinking and learning. For example, in one critical thinking lesson, Year 5 pupils were asked if they would prefer to live on top of a mountain or deep underground, which provoked careful consideration of the conditions each environment would offer inhabitants and their needs. Similarly, Year 1 pupils were asked to describe a cat to an alien, which led to them to question why cats have four legs and humans have two. However, apart from in mathematics and critical thinking lessons, challenges and opportunities to analyse, hypothesise and synthesise are not consistently evident across the curriculum, which hinders the development and application of high-level thinking and reasoning skills, especially for the more able pupils.
- 3.11 Pupils achieve excellent results in competitive entrance examinations to senior schools and are usually successful in gaining places at the school of their choice. The school enters a range of local or regional competitions, such as the recent borough Christmas card design competition, which was won by a pupil at the school. Pupils are successful in speech and drama, with the majority passing graded examinations with distinction. Pupils demonstrate well-developed musical skills throughout the school and pupils sing at a high standard in the four choirs. There are currently eight pupils who play an instrument at Grade 5 level or above and three pupils who sing in the National Youth Choir of Great Britain. The school's leadership encourages pupils to develop their talents in a range of creative, musical and sporting activities by making available a suitable extra-curricular programme.
- 3.12 Pupils throughout the school have positive attitudes to learning. They show a desire to learn, which is encouraged by enthusiastic teaching in most subjects and a warm rapport between pupils and most teachers. Where pupils are encouraged to interact, discuss and explore ideas in fast-paced, well-planned lessons, they participate fully and take pride in their learning and achievements.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is good.
- 3.14 Most pupils of all ages and abilities, including those with SEND or EAL and the more able, have good levels of self-knowledge, self-discipline and resilience. They employ good learning habits and understand the importance of reflecting on their work and understanding. This is evident in recorded work where pupils respond to the teacher's written feedback. Pupils in the upper part of the school reflect on what they have learned by completing a self-assessment form at the end of their work. Pupils persevere in their work, as seen in a Year 5 mathematics lesson where pupils enthusiastically sought the teacher's advice on converting complex fractions into decimals and kept trying until they had mastered the task. In discussions, pupils are confident and self-assured and enjoy talking about how they learn. As they progress through the school, they grow in self-esteem and are aware of their own strengths and weaknesses. Pupils write comments in their work to indicate how well they have understood a topic or to acknowledge where they have gone wrong. Pupils are usually encouraged to learn through mistakes, to adopt a positive approach and be willing to give things a try. In their responses to the questionnaires, the vast majority of pupils agreed that their teachers' feedback and marking helps them to improve and all pupils at the top of the school who responded said that they feel well prepared academically for the next stage of their education and value their teachers' support. Pupils are confident that teachers know them well and prepare them effectively for the senior school of their choice, thereby successfully fulfilling the school's aim.

- 3.15 Pupils can make sensible choices and most show awareness in their good behaviour, that the decisions they make will impact directly on their own and others' success and well-being. Open-ended questioning by staff in the EYFS carefully guides and encourages children to think about the choices they make and across the school most staff help pupils to understand that everyone has a choice in the decisions they make. Where encouragement to think for themselves is given in lessons, pupils can make independent decisions, as seen when nursery children deliberated over the need to wear a coat outside, and are rewarded with praise. In some lessons, pupils do not make decisions for themselves due to over-direction from the teacher. Through the personal, social and health education (PSHE) curriculum, pupils develop understanding about the impact of their actions on others. In their houses, pupils collectively decide how they can support others less fortunate than themselves by choosing a charity to support with fundraising events. Most parents and all pupils who responded to the questionnaire, agreed that the school helps pupils to be confident and independent.
- 3.16 Pupils of all ages develop a good awareness of spirituality. They unite in regular assemblies to listen to calming music and sing uplifting songs. Active pupil participation enables them to reflect and empathise with the assembly message. In religious education (RE) lessons, pupils contemplate similarities and differences of comparative religions. For example, the use of candles for Diwali and Christmas and extend their knowledge and understanding through discussion of a diverse range of celebrations. They are aware of the need for tolerance in a multi-faith society and are very accepting of, and interested in, the beliefs of others. Pupils show great appreciation of non-material aspects of life through their enjoyment of creativity in art and music, their study of the world and people in humanities work and through reading and discussing literature. EYFS children reflected on the beauty of Antarctica as they considered different weather conditions, sounds, what they could see and feel and made interesting observations on an environmental walk. Older pupils discussed how they would miss the beauty of the natural world around them if they lived underground, and as part of the PSHE curriculum pupils talk about the wonders and privileges of our planet with much appreciation.
- 3.17 Pupils of all ages show excellent moral understanding in their respect for each other and their belongings and take responsibility for their own behaviour. They are polite, respectful and courteous towards staff, other pupils and visitors. This is because staff are consistent in the high expectations of pupils' behaviour, supported by a clear sanction system for any misdemeanours. The overwhelming majority of parents, all staff and all pupils agreed in their questionnaire responses that the school actively promotes good behaviour. Rare instances of bullying are dealt with and recorded. Children in the EYFS know there are consequences arising from how they behave and the need for making good behaviour choices is learned at an early age. Pupils understand the school virtues and behaviour expectations that are explained regularly in assemblies. The leadership of the school is successful in ensuring that pupils understand why the school community needs the school virtues to help it work harmoniously together. Pupils have a highly-developed moral code seen in their care for others and desire to support those less fortunate than themselves, with a strong sense of right and wrong and quickly regret any poor behaviour choices. Older pupils show care and concern for younger members of the school and enjoy the responsibility of being a house buddy to a younger pupil. They take their responsibility for others seriously and talk regularly to their buddy about what is going well and any concerns they may have.
- 3.18 Pupils' social development is excellent and a very large majority of parents and pupils stated in their questionnaire responses that they believe the school helps all pupils to develop strong teamwork and social skills. Children in the EYFS develop excellent collaborative skills through their activities in their classrooms and outdoor area. In the upper part of the school, pupils were often seen collaborating well, engaging in discussions and enjoying the completion of shared tasks. Those serving on the school council work together to achieve common goals, such as the re-surfacing of outdoor play areas, benefitting all pupils. A strong team ethic is evident in the house system, actively encouraged by the school's leadership, enabling pupils to successfully work across year groups in house charity events. Pupils feel positive about their school community, build strong relationships and feel respected by others.

- 3.19 Pupils understand their responsibilities to each other, their house, school and wider community. They develop self-esteem through opportunities to demonstrate leadership skills at the top of the school. Year 6 pupils enthusiastically carry out their roles as prefects, as do the elected head and deputy head boy and girl. All pupils are happy to put forward their views for the school community through the school council and are confident that their views are heard. Year 6 pupils run the house meetings and are careful to include all members of the house. Pupils develop a good awareness of the needs of others in the local and wider community through organising fundraising events for their chosen house charities, such as a recent cake sale, skipathon, table top sale and carol singing in which all pupils participate enthusiastically. This contributes to pupils' social development by helping them to appreciate the advantages they have in life and underpins the school's values of responsibility, kindness and respect.
- 3.20 Pupils show a high level of respect for diversity and cultural understanding. They respect the rights of people to hold differing views without question and are accepting of different beliefs and cultures. They gain a broad insight into different faiths and cultures through discussions in PSHE lessons and by learning about and sharing different festivals, including a whole school celebration of Black History Month. In discussions, pupils are clear that they all get on well and respect each other. All parents, staff and pupils, in their questionnaire responses, agreed that the school actively promotes values of democracy, respect and tolerance of those with different faiths and beliefs.
- 3.21 Pupils are able to explain how to stay safe, including when online, and how to keep fit and healthy. The PSHE and science programmes enable all pupils to understand what constitutes a healthy diet and the importance of exercise. From an early age, pupils appreciate the importance of drinking water and do so throughout the school day. Visiting speakers enhance pupils' knowledge of how to stay safe, for example a talk on how to travel on buses and trains safely. Pupils are aware of 'stranger danger' and older pupils understand the importance of knowing how to stay safe online through their ICT lessons. Older pupils understand that anxiety may be felt by some in the approach to senior school entrance examinations, but they feel supported by their teachers and appreciate mindfulness activities, learned at school, that help to develop mental resilience and encourage relaxation. Younger pupils clearly understand how to use equipment such as scissors safely and that wet hands should not touch anything electrical. Pupils know they have someone to talk to at school if they have a concern and can also put a note in the worry box, knowing that it will be read and help given.

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 director of the proprietary body. Inspectors 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 Penny Austin	Reporting inspector
Mr Christian Pritchard	Compliance team inspector (Headmaster, IAPS school)
Mrs Geraldine Yandell	Team inspector (Head of junior school, ISA school)