



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Bishopsgate School**

**March 2022**

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## School's Details

<b>School</b>	Bishopsgate School			
<b>DfE number</b>	936/6024			
<b>Registered charity number</b>	1060511			
<b>Address</b>	Bishopsgate School Bishopsgate Road Englefield Green Surrey TW20 0YJ			
<b>Telephone number</b>	01784 432109			
<b>Email address</b>	office@bishopsgatesch.uk			
<b>Head</b>	Mr Rob Williams			
<b>Chair of governors</b>	Mr Tim Eddis			
<b>Age range</b>	3 to 13			
<b>Number of pupils on roll</b>	373			
	<b>EYFS</b>	61	<b>Juniors</b>	259
	<b>Seniors</b>	53		
<b>Inspection dates</b>	22 to 25 March 2022			

## 1. Background Information

### About the school

- 1.1 Bishopsgate School is an independent co-educational day school. It was established in 1996 following the merger of two local preparatory schools and is administered by a board of governors. The school has three sections: the Early Years Foundation Stage (EYFS); Juniors for Years 1 to 6; and Seniors for Years 7 and 8. Since the previous inspection, the school has completed various building projects including a new sports hall, an all-weather pitch, and science, food technology and computing classrooms.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### What the school seeks to do

- 1.3 The school aims to prepare pupils for life in the twenty-first century, helping them to build up the mental, emotional, social and strategic resources to enjoy challenge and cope with uncertainty and complexity. It seeks to encourage each child to discover the things they would love to be good at while strengthening their will and skill to pursue them. To achieve these aims the school promotes the core aptitudes and skills of communication, reviewing and improving, thinking and learning, independence, collaboration, leadership and resilience.

### About the pupils

- 1.4 Pupils typically live within a five-mile radius of the school and their families are representative of the local community. The school has identified 31 pupils as having special educational needs and/or disabilities (SEND), which include a range of mild to moderate difficulties, all of whom receive additional specialist help. No pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 19 pupils, whose needs are supported in the classroom or in individual or small groups with a specialist teacher. The needs of pupils identified as the more able in the school's population and those who have special talents in sport and the creative and performing arts are met within the curriculum.

## 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 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'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 junior school and relationships and sex education in the senior school, 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 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.
- 2.9 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**

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

- 2.12 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.

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

## **PART 6 – Provision of information**

2.14 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.

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

## **PART 7 – Manner in which complaints are handled**

2.16 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.

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

## **PART 8 – Quality of leadership in and management of schools**

2.18 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.

**2.19 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.

**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 of all abilities make good and often excellent progress over time.
- Pupils' successful attainment is underpinned by their ability to apply the key learning skills promoted across the curriculum.
- Pupils demonstrate excellent study skills in relation to their age which enable them to work with increasing independence as they move through the school.
- Pupils demonstrate overwhelmingly positive attitudes towards learning and take pride in their successes.

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

- Pupils demonstrate high levels of self-esteem and self-confidence and reflect maturely on the part resilience plays in their learning.
- Pupils have a strong sense of what is right and what is wrong, including the need for respect towards others, and accept responsibility for their own behaviour.
- Pupils strongly value diversity within their school and are passionate that everyone should be treated fairly, irrespective of culture, physical difference or background.
- Pupils make a very positive contribution to the school and the lives of others, undertaking many activities which contribute to the life of the school and local community with commitment.

#### Recommendation

3.3 The school should make the following improvement.

- Enable all pupils to maintain high rates of progress by ensuring opportunities for learning across all subjects consistently reflect the best practice within the school.

#### The quality of the pupils' academic and other achievements

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

3.5 Evidence from nationally standardised tests confirms that the pupils consistently attain well and most make excellent progress over time. Pupils, and all who teach them, have a clear picture of their learning profile because of the school's effective system of recording and monitoring their progress both in every subject and in acquiring the learning skills promoted by the school. This ensures that any



not making expected progress are identified and then supported effectively. As a result, pupils are consistently successful in senior school entrance tests and a number gain a range of awards. Many children in the EYFS, who enter the school with a broad range of ability, reach age-related expectations well before the end of their reception year. Pupils with SEND make similar progress to their peers in response to targeted support both in and out of class. Pupils of all abilities make generally excellent progress through teaching which consistently includes tasks matched to ability and opportunities for pupils to choose their preferred level of difficulty. Pupils interviewed said that this aids their progress either through giving them initial confidence or allowing them to immediately embark on more advanced work. In a few lessons when teaching is less well-structured, pupils work less purposefully so progress is reduced. Pupils readily share their understanding so that they learn from each other in lessons, and respond positively to constructive and evaluative marking.

- 3.6 Pupils acquire excellent knowledge, understanding and skills across the curriculum, supported by the school's strong focus on the development of key learning skills. These skills are strongly advocated and monitored by governors and senior leaders so that they feature in all aspects of the school's work. In science, younger pupils are able to competently plan an investigation, building on what they already know and what they want to find out. They then can record their findings, due to teaching which initially provides a supportive framework. In classics, pupils recited grammar rules very competently and used relevant Latin language highly effectively in demonstrating their knowledge of the Etruscans. In French they responded appropriately to the instructions given by the teacher in French, demonstrating high levels of competency for their age. The oldest pupils use language in a sophisticated manner to create complex sentences with sub-clauses to describe their activities and where they live. Pupils in Year 5 shared introductions for their essays, demonstrating good knowledge and understanding about the differences and similarities between the Aztecs and the Shang Dynasty. In the pre-inspection questionnaire almost all pupils agreed that teachers know their subjects well and that their skills and knowledge improve in most lessons.
- 3.7 Pupils demonstrate excellent communication skills in response to the high expectations of their teachers. Highly articulate, they show respect for one another's views in discussions and are keen to answer questions and explain their thinking. Older pupils discuss thought-provoking topics with conviction, such as different governmental systems in Year 7. Pupils develop their literacy skills rapidly, becoming fluent readers who undertake research tasks with confidence. Pupils' writing shows clear progression over time in structure and content. Children in Reception write several sentences and Year 2 pupils' writing is of a high standard, showing strong capability with spelling, grammar and punctuation. Pupils in Year 8 exhibited advanced understanding of figurative and emotive language through use of metaphor, personification and simile, during a letter writing task focused on Macbeth. They generated descriptions building on each other's descriptive language, noting that the witches' fingers 'sprouted nails that skimmed the ground.'
- 3.8 Pupils have highly competent numeracy skills in relation to their age, due to teachers' readiness to adjust their lessons in response to the differing abilities and needs within the class. The youngest children are inquisitive regarding mathematical concepts and confidently ask questions they wish to investigate such as, 'Am I taller than you?' Some children in Nursery write and solve simple addition calculations, and older pupils readily recall prior learning. This is applied effectively to other subjects such as to support their coding skills, to weigh ingredients in food technology or to calculate density in science. Pupils are adept at explaining their reasoning and understand that there are different ways of obtaining a solution, in response to well-planned teaching which constantly challenges them to examine how they achieve an answer.
- 3.9 Pupils are very confident and proficient users of information and communication technology (ICT) since teaching provides many opportunities for pupils to practise these skills. They are confident in coding and make effective use of an online learning platform in class. Pupils make excellent use of their ICT skills to create compositions in music or to support their learning in French. They demonstrate secure word processing skills that enable them to produce high-quality writing across the curriculum,

as seen in history, mathematics and science. They confidently use their laptops to assist their learning in many ways, whether by accessing the lesson's activities at their own pace, engaging with a quiz in classics, or looking back at resources from previous lessons to support their learning. Pupils are competent in editing their own work on their laptops and do so regularly.

- 3.10 Pupils develop excellent study skills due to the school's focus on developing their independence in learning. Children in the EYFS demonstrate a natural desire to learn, explore and question, fostered by highly effective teaching which allows them to develop their skills. Younger pupils show very well-developed ability to edit and improve their work, and older pupils are able to suggest to each other significant ways to make improvements. Pupils are provided with many opportunities to develop their skills through independent projects, seen especially strongly in philosophy and ethics where they read critically and reflect maturely on their knowledge and ideas. As a result of the school's constant promotion of key learning skills, pupils have a clear understanding of those they need to employ to learn successfully, frequently referring to them when speaking to inspectors. They can draw confidently upon a suitably wide range of sources to analyse, hypothesise and synthesise, such as in geography when using problem and solution sheets to help their understanding in problem solving. The Year 8 pupils' extended projects show how well they understand the need for a formal structure, moving from thorough planning to research, construction of the piece of work, review, improvement, completion of the bibliography, and finally to the presentation of their work.
- 3.11 Pupils are successful in a wide range of activities in response to the school's encouragement to follow their interests. Pupils have been IAPS national finalists and champions in swimming, football and netball, and have a strong record of success in athletics and rowing. They achieve highly at music festivals or gain entry to prestigious choirs. In ABRSM and LAMDA examinations, some gain merit or distinction, including in higher grades. Pupils have gained bronze, silver or gold awards at different levels of the UK Maths Challenge. They have enjoyed considerable success in poetry recitation and public speaking competitions. The school enters the SATIPS general knowledge quiz and regularly has pupils placed in the top fifty nationally.
- 3.12 Pupils throughout the school demonstrate outstandingly positive attitudes towards learning and take pride in their successes. Year 4 pupils talked enthusiastically about their subjects and lessons, saying, that they always want to learn. Pupils analyse their learning strengths and take informed responsibility for their progress in response to the school's focus on these skills. Children in the EYFS use their initiative to choose their own activities and resources independently, and older pupils choose their own topics and independent projects. Pupils show excellent collaborative skills when sharing resources and work cooperatively together, as seen when Reception children constructed a model together. Pupils show sustained focus in practical or written tasks. They are supported by purposeful interactions with staff who encourage and motivate them. Senior pupils' projects show that they are willing to tackle complex world issues such as gender pay gaps in sport alongside whether genetic engineering can ever be justified and what dangers it poses to society. Their highly positive attitudes are facilitated by teaching which provides a broad and challenging curriculum alongside a culture of open-ended questioning. Almost all parents agreed that teaching equips their child with team working, collaborative and research skills they will need in later life.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate high levels of self-esteem and self-confidence because the leadership ensures that building resilience permeates all areas of school life, such as in team building games and problem-solving tasks in form time and outdoor learning. Reception children are keen to engage in conversation and share their learning and older pupils confidently explain what resilience means to them and how it is important. Pupils' self-understanding is excellent, underpinned by the constant focus on learning skills. They make suitable choices about their own behaviour and learning, are confident in their

presentations and self-assured about their own abilities. Pupils have a clear understanding of how to improve their own learning and performance based on regular feedback from teachers, including their report cards, which are shared with them. They reflect maturely on their work, analysing how they can do better next time. Older pupils told inspectors that they feel ready and equipped for the next stage of their education, having been supported by the school in developing their maturity and autonomy.

- 3.15 Pupils are confident decision-makers from the EYFS onwards, where teaching allows children to explore their own interests. Their engagement increases as they participate in self-chosen activities and, with adult support, begin to understand the consequences of their decisions. From deciding where to spend their break times in the knowledge that they perform better in class if they have some fresh air, to their choice of extended project in Year 8, pupils can weigh up the pros and cons successfully to achieve an outcome they are happy with. Pupils in the upper school demonstrated excellent decision-making and leadership skills whilst working as a team to solve a problem of how to transfer an egg from one end of a swamp to another without touching it. They listened to different ideas and worked collaboratively to solve the problem, showing great resilience during the task. Older pupils are aware that the decisions they make will have an impact on them both now and in their future.
- 3.16 As pupils progress through the school they develop an excellent appreciation of non-material values, citing to inspectors the importance of qualities such as kindness. This is developed by the many opportunities, such as in philosophy and ethics, they have to discuss important issues and to develop their empathy and understanding in a wide range of subjects. Pupils understand and empathise about complex and emotive topics, as seen in a letter written as from a prisoner in a concentration camp which articulated a perceptive understanding that hope is an essential factor in both achievement and happiness. Pupils show a profound understanding and appreciation of different faiths and ideologies, pointing to common features such as prayer, which they realise is significant for believers. Older pupils consider complex issues insightfully, from whether religion has a positive impact on modern society to whether the tourists who climb Everest make a positive or negative contribution to the local community. Pupils of all ages value their opportunities to connect to the environment in their outdoor learning activities. Pupils in Year 3 talked eloquently in geography about the problems facing the planet, and with passion about the potential solutions such as farming seaweed more extensively due to its high food value. Pupils demonstrate sensitive aesthetic awareness in their response to music and art, as seen in their concentrated response to performances in assembly.
- 3.17 As they mature, pupils develop an excellent moral understanding. They readily acknowledge that rules are vital in all aspects of life and that, together with laws, keep them safe. Pupils demonstrate a strong sense of right and wrong on the world stage and present their arguments eloquently and convincingly. They collaborate and discuss ideas and through role play debate and hypothesise solutions based on each societal model. For example, pupils in Year 7 showed a well-developed knowledge of political systems as they utilised scenarios to articulate their understanding of democracy, dictatorship, oligarchy, theocracy and monarchy. Pupils readily accept responsibility for their own behaviour, including towards others. A few pupils were less sure that they are kind and respect one another, though in meetings with inspectors showed an acute awareness of instances of negative behaviour, stating it happens rarely and is immediately addressed. The pupils appreciate the system of restorative practice relating to behaviour, saying that it works very effectively and generally results in good-natured and courteous behaviour. Many pupils say they are motivated to make the right choices, appreciating the value of considering consequences. Some of the exceptionally mature projects in Year 8 address important questions such as the participation of transgender and hermaphrodites in female sport in competitions and whether euthanasia is mercy or murder for animals. In these, pupils show highly developed research skills alongside the ability to present different sides of an argument cogently.

- 3.18 Pupils' notably strong collaboration skills are due to consistency in the school's approach and frequent opportunities to practise teamwork in all subjects as well as in outdoor learning and camps. They develop good relationships with their peers and show respect to visitors. Their ability to work together in academic and non-academic tasks is fostered by a culture of collaboration evident in lessons and at play. Pupils in Year 6 worked together in team building games in form time, communicating and working out how to pass a hula hoop around a circle without breaking the connection. Older pupils understand that successful teamwork requires members to undertake different roles and the need to listen to one another and respect one another's opinions. In so doing, they fully understand that they are all different and some have particular needs, showing a strong sense of equality and fairness.
- 3.19 Pupils make a very positive contribution to the school and the lives of others, undertaking the many opportunities they are offered to contribute to the life of the community with pride and commitment. Through the Bishopsgate award they undertake voluntary service such as collecting for the local food bank, volunteering at a soup kitchen or litter picking. They keenly support a wide variety of charities, usually chosen by pupils on the school council. Pupils host residents from local care homes at Christmas, and older pupils value their opportunities to work with younger pupils within the school. All pupils in Year 8 undertake conscientiously a broad range of leadership responsibilities whether as house or sports captains or prefects and monitors assisting many areas of school life. The school council makes a positive contribution to the life of the school such as by proposing sponsorship events and fun runs, which the pupils actively enjoy. The leadership is open to suggestions from pupils and is keen to provide experiences that they will enjoy and benefit from.
- 3.20 Pupils have a strong appreciation of diversity. They state with conviction that all pupils are treated fairly, regardless of their differences. Pupils of all ages refer highly positively to the ethos of the school, based on four pillars of respect and try to behave accordingly. Due to the school's pastoral values, respect and empathy are readily understood and practised, as seen when a child in the Nursery said 'I am very proud of you', when another child was chosen as line monitor. Pupils experience many opportunities to develop cultural understanding and respect. Whether talking about the different foods people typically eat for breakfast in France, eloquently representing the importance of the United Nations in protecting human rights, or appreciating the different role of women in Etruscan and Roman societies, they show a deep understanding of the importance that all members of society are entitled to be respected and valued. Almost all parents in the questionnaire agreed that the school promotes values of democracy, respect and tolerance of other people.
- 3.21 Pupils know how to play safely and have an excellent understanding of the benefits of exercise and diet to their physical and mental health. They become aware of the importance of staying safe and being healthy from a young age, in response to a well-planned pastoral curriculum. Children in the EYFS demonstrate healthy choices when choosing lunch, such as ensuring they select vegetables and fruit. Older pupils engage fully in the wide range of sporting activities offered and were observed playing in the swimming pool in a safe and appropriate manner. Pupils are resilient but know how to ask for help if needed, such as when Year 1 pupils were observed seeking adult support when they saw someone feeling sad. Pupils show great awareness of how to stay safe online, as observed in interviews and meetings. They articulate maturely the need to learn strategies to keep calm and focused. For example, those in Year 5 confidently explained why it is important to stop work if they are becoming anxious, and use a breathing exercise. Older pupils understand various techniques to promote their mental well-being, recognising the role of sleep, diet and exercise and building supportive relationships as strong elements in facilitating this. Almost all the pupils agreed in the questionnaires that they are encouraged to lead a healthy lifestyle and know how to stay safe online, their view being endorsed by almost all the parents who responded to the questionnaire.

## 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 the chair of governors and safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form 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

Mrs Jan Preece	Reporting inspector
Dr Zoe Dunn	Compliance team inspector (Head of the pre-prep school, IAPS school)
Mrs Ann-Marie Elding	Team inspector (Head of the preparatory school, SofH school)
Mrs Virginia Jackson	Team inspector (Former deputy head, IAPS school)