



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Dwight School London

March 2022

Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	6
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
3. Educational Quality Inspection	8
Preface	8
Key findings	8
Recommendations	9
The quality of the pupils' academic and other achievements	9
The quality of the pupils' personal development	11
4. Inspection Evidence	14

School's Details

School	Dwight School London			
DfE number	302/6098			
Address	Dwight School London 6 Friern Barnet Lane London N11 3LX			
Telephone number	0208 368 3220			
Email address	office@dwrightlondon.org			
Head of school	Mr Christopher Beddows			
Proprietor	Mr Blake Spahn			
Age range	2 to 18			
Number of pupils on roll	286			
	EYFS	24	Lower school	85
	Upper school	136	Sixth form	41
Inspection dates	8 to 11 March 2022			

1. Background Information

About the school

- 1.1 Dwight School London is a co-educational, independent day school. The school is part of the Dwight group of international schools, the vice chancellor of which is the proprietor; the head of school is the designated representative in London. An executive management team is responsible for the governance of the school. The school's previous inspection was a regulatory compliance inspection in February 2018.
- 1.2 Since the previous inspection, a new head of school took up post in January 2022.
- 1.3 The school is set across three campuses in Friern Barnet and a separate sports field. The school offers the full International Baccalaureate (IB) programme from the Primary Years Programme (PYP) in Nursery to Year 6, the Middle Years Programme (MYP) in Year 7 to Year 11, and the IB Diploma Programme (IBDP) in the sixth form.
- 1.4 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

- 1.5 The school's aim is to prepare pupils to become leaders in the world. To provide an environment which promotes kindness, tolerance, compassion and mutual support, in which pupils can be nurtured to achieve their potential. The objective is that at each stage, pupils will be equipped with crucial skills and self-confidence for the next phase of their life, so that they become inquiring, knowledgeable, caring, active citizens, whilst fostering academic growth.

About the pupils

- 1.6 The school takes pupils from a wide catchment area in London and the surrounding area. Pupils come from family backgrounds which are predominantly professional. Nationally standardised test data indicate that the ability of pupils is above average. The school has 29 pupils who require support for special educational needs and/or disabilities (SEND), of whom two have an education, health and care plan. English is an additional language (EAL) for 33 pupils, whose needs are supported by a specialist EAL team.

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 In the lower school, 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 In the sixth form, IB Diploma results in the years 2018 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 Pupils receive relationships education in the lower school and relationships and sex education in the upper 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.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.9 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.
- 2.10 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

- 2.11 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 pupils with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.16 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 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.

2.20 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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
M1	Year 7
M2	Year 8
M3	Year 9
M4	Year 10
M5	Year 11
D1	Year 12
D2	Year 13

Key findings

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

- Pupils of all abilities display excellent knowledge, skills and understanding in all subjects.
- Pupils are independent thinkers and take leadership in their learning seriously.
- Pupils have a contagious enthusiasm for the acquisition of knowledge.
- Pupils are attentive listeners and show sophisticated thinking and oral communication skills.
- Pupils' ICT skills are exemplary and expertly applied to all aspects of the curriculum.

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

- Pupils possess excellent self-understanding and know their own mind.
- Pupils show great resilience in both their learning and personal development.
- Pupils display an outstanding ability to make decisions that affect both their learning and their future lives.
- Pupils have the utmost regard for diversity and value the individual identities of those around them.
- Pupils demonstrate great social awareness and are fully committed to helping others through service and voluntary work.

Recommendations

3.3 The school should make the following improvements:

- Enable pupils to have a greater understanding and appreciation of the spiritual aspects of life.
- Ensure that pupils feel that they are being treated fairly, by ensuring that the behaviour policy is implemented consistently.

The quality of the pupils' academic and other achievements

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

3.5 Pupils of all abilities achieve highly. School data show that pupils of all ages make good, and often excellent progress, across each key stage. In the International Baccalaureate (IB) diploma examination for 2018 and 2019 pupils achieved results in line with pupils taking IB examinations worldwide. In 2020 and 2021, when results were based on teacher-assessed grades, pupils achieved results higher than in previous years and above those of pupils worldwide. Children in the EYFS make good progress. SEND pupils integrate extremely well in lessons and make progress in line with their peers, supported by a team of learning support staff who tailor individual programmes of study according to each pupil's needs. Pupils commented on how targeted support through the school's learning support department has enabled them to make progress in their learning. Pupils with English as an additional language (EAL) also make progress in line with their peers, and participate fully in lessons due to well-structured activities that enable focused development of language. Almost all pupils in Year 13 go on to attain places at their chosen universities, and pupils state they are well-supported through the higher education application process, by a team of specialist tutors.

3.6 Observation of lessons from Nursery through to Year 13 and scrutiny of their work show that pupils demonstrate high levels of knowledge and understanding in all subjects. Pupils' skills across all areas of learning, including children within the EYFS, are extremely well-developed and the IB curriculum supports the development of pupils' skills from a very early age. Pupils in all years are highly creative in how they apply their knowledge and demonstrate great understanding of often difficult concepts. For example, in English in Year 8, when identifying core human emotions used in advertising techniques, pupils expertly linked the wording used in an advertisement about a doorbell, to play on the desire of humans to feel safe and protected. Pupils use practical equipment with ease and children in the EYFS demonstrate excellent fine motor skills. Pupils use subject terminology accurately and apply it in context with confidence. Artwork on display is exceptional and reflects pupils' artistic and creative talent. Pupils are highly talented musicians and pupils spoke of rising to the challenge that playing different musical genres presents. Pupils possess excellent linguistic skills and show great aptitude for the acquisition of language, in part due to the school's cultural diversity and pupils being immersed in an international community.

3.7 Pupils of all ages display excellent communication skills. Pupils are extremely engaging and speak with confidence and poise. They are very articulate, and can debate ideas with ease. Pupils listen carefully, reflect on points made by their peers, and take risks expressing their developing ideas in an assured and thoughtful manner. For example, in English in Year 10, pupils listened and acted upon advice from their peers when acting out a scene from *Blood Brothers*, developing the use of accent and expression to enhance their performance. Pupils described themselves as avid readers and explained how they love the challenges that language presents. Pupils read fluently and are encouraged by teachers to read out loud as an aid to developing language acquisition. Pupils of all ages are skilled creative writers. Children in the EYFS have well-developed handwriting skills and can express themselves using full sentences. In lower school, pupils' written work shows an obvious enjoyment and development in

competence in writing and its application to other areas of learning, for example, in Year 3 with some excellent accounts of the first man on the moon.

- 3.8 Pupils' numeracy skills are excellent and they adroitly apply their mathematical knowledge to other areas of learning. For example: in economics in Year 13, pupils calculated accurately the correlation coefficient to test an hypothesis; in a science practical in Year 9 on gravitational forces, pupils correctly applied the speed, distance, time formula when carrying out an experiment into how the height of a ramp changes the acceleration of a vehicle travelling down it; and in the EYFS, children used a selection of different ingredients to make a magic potion in demonstrating that they could count to ten. When pupils are less confident in their numerical skills, they are supported in their learning by focused teaching and target setting that moves their thinking forward.
- 3.9 Pupils' ICT skills are excellent and they use software with relative ease as a support for their learning. Pupils are competent users of calculators in mathematics, and of all forms of technology in the classroom. For example, in design technology (DT) in Year 7, pupils deftly used design software to create a template when making a bird house, and spoke knowledgeably about how the software then drives the laser cutter or the 3-D printer. Pupils across all years expertly use software as a collaborative tool to plan and reflect upon their work together. Sixth-form pupils spoke of being highly proficient in using a wide range of electronic platforms in their learning and of how they interpret online marking with ease. In a Spark Tank lesson in Year 7, pupils confidently used an interactive software platform to answer questions on how an entrepreneur would develop a business idea.
- 3.10 Pupils' study skills are excellent, and most pupils demonstrate sophisticated higher-order learning skills across a range of subjects. For example, in theory of knowledge (TOK) in Year 12, when debating the quote 'We live in a society exquisitely dependent on science and technology' pupils analysed the quote effectively, arguing their personal viewpoint maturely. In a science practical on pH testing in Year 8, pupils accurately hypothesised as to what would happen if an acid and an alkali were mixed together and successfully analysed their findings. Children in Reception made excellent use of their knowledge of structuring a story to create a highly imaginative verbal narrative that involved random items drawn from a tin. Pupils in lower school commented insightfully that "We ask our brain if we don't know, then a friend, then a teacher". Pupils demonstrate a natural ability to work independently and direct their own learning in most if not all lessons, which reflects and is supported by the IB approach to learning, in which pupils are challenged to be open-minded, inquiring thinkers. Pupils spoke knowledgeably of how they use assessment data confidently to set their own targets for improving subject understanding, supported by an effective tracking system that is designed to stretch and challenge pupils.
- 3.11 Pupils demonstrate excellent attitudes towards learning. From the EYFS through to sixth form, pupils are independent thinkers and have inquiring minds, due to independent learning being rooted in the school's IB philosophy. From a very early age, pupils are not afraid to ask pertinent and probing questions when seeking a solution for themselves. Pupils are naturally collaborative and grasp every opportunity to take the lead in their learning and work with their peers. Pupils use initiative in their learning, thrive in the classroom and produce work of a high calibre, encouraged by supportive staff who know the pupils well as individuals. For example, in an individuals and societies lesson in Year 8, pupils showed great initiative and creativity when developing their understanding of the key differences between hazards and disasters, by presenting and recording their work using prose, diagrams, doodles and pictures, to excellent effect. Whilst in responses to pre-inspection questionnaires, a very small minority of pupils stated that they did not find lessons interesting, observations showed pupils of all ages to be highly engaged in lessons and motivated to learn. Pupils spoke of lessons as often being inspirational, and of how topics covered in most lessons were varied and highly interesting. In responses to questionnaires, almost all pupils agreed that teachers know their subjects well, and most agreed that teachers know how to help pupils learn.
- 3.12 Pupils across the school achieve highly in a range of activities, both within and outside of the formal curriculum. Pupils spoke excitedly of the many musical and drama activities on offer and of entering

competitions in subjects such as DT for architectural design, the UK Maths Challenge, and through the Dwight Schools' network in, for example, a recent international essay competition. Pupils experience a wide range of success in sport at both local and national level, such as elite swimming and horse riding, as well as in other activities such as attendance at the Royal Academy of Music, and performance in West End shows. Pupils' personal ambitions and talents are nurtured and supported by the school through a bespoke approach to timetabling and the inclusion of a rich array of activities in formal curriculum time as part of the IB programme. Pupils spoke of how the school facilitates anything they want to do and of feeling well supported by teachers and the school's leadership. The school fulfils its aim of providing an environment in which pupils can be nurtured to achieve their potential by staff who know them well.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages have excellent self-understanding. Pupils are naturally reflective, are self-disciplined and understand their own strengths and weaknesses. For example, pupils in Year 6, reviewed and refined their work with precision when writing lengthy, imaginative 'dear diary' accounts. Sixth-form pupils spoke wisely of how they draw on well-developed time management skills to balance their workload and the demands of the IB diploma. Pupils have high self-esteem, displaying great confidence in themselves as individuals. Pupils are open-minded and willingly embrace new ideas. Their enquiring minds allow them to take risks in their learning and they are not afraid to fail, with failure being positively encouraged by teachers as a way of developing pupils' resilience. Pupils commented that they were 'good at bouncing back', and recognised that resilience is an important character trait to have to be successful in life.
- 3.15 Pupils display an outstanding ability to make decisions in their learning, fostered by the school's approach to teaching and the extent to which pupils are encouraged to take leadership in their learning. Pupils are extremely aware that the decisions they make are important for their future success and well-being. For example, in a critical thinking lesson in Year 11, pupils identified how learning new technological skills is one of the most important things they need to do now in school, to ensure success in future life. Year 6 pupils explained how selecting the theme to research for their PYP exhibition could help support their career choices, for example, the desire to be a veterinary scientist and researching the impact of climate change on endangered animals. Pupils fully appreciate how their decisions can affect other people. They are highly perceptive and show a natural ability to be considerate and discerning when working with their peers. Pupils in the lower school commented that they feel 'democracy is alive', recognising that the decisions they make, particularly through the student council, play an invaluable role in evolving the school community. In upper school vertical tutor group discussions, pupils demonstrated that they are well-equipped to make healthy decisions in relationships now and later in life.
- 3.16 Pupils have an innate appreciation of the non-material aspects of life. Pupils in upper school explained how in 'spirit week' pupils embraced inclusivity, including LGBTQ+, sports and nature activities, which strengthened their understanding of the similarities and differences between people within the school community. Pupils spoke of using mindfulness as an approach to relaxation, of how they enjoy yoga and seek out quiet spaces in school in which they can sit and reflect, and of their appreciation of being outdoors and being at one with nature. Sixth-form pupils spoke of the personal challenge they had to overcome when climbing a mountain during a recent outdoor residential trip, and how they have since used that experience to motivate themselves to keep going when faced with challenges in their work. Pupils reflect philosophically on global issues such as the climate crisis, and are mindful of their carbon footprint and the need to look after the world. However, pupils' spiritual understanding was less

informed, and upper school pupils spoke of the need to have more help from school to develop their understanding of different faiths and beliefs.

- 3.17 Pupils are kind and courteous and show great sensitivity to and consideration for others. For example, in circle time in Year 3, pupils debated with one another respectfully and maturely, listening carefully to the views of others, shaping clear opinions about kindness and respect. Due to the high expectations set by the school, pupils have a strong sense of right from wrong and respect the systems and rules in place. Pupils naturally recognise that when they or their peers step out of line they need to be quick to rectify situations themselves, drawing on their self-understanding. For example, pupils in Year 4, explained how they use the '2 stars and a wish' weekly reflections sensibly to think about their behaviour and what they have done well and what they wish to improve upon. In responses to questionnaires, the overwhelming majority of pupils said that the school expects pupils to behave well. However, a very small minority of pupils disagreed that the school deals with poor behaviour effectively and that the school treats pupils fairly. Whilst pupil behaviour during the inspection was observed to be excellent, in interviews, pupils confirmed that on occasion staff are inconsistent in how they apply the school's behaviour and sanctions policy and pupils view this as unfair.
- 3.18 Pupils' collaborative skills are excellent. There is a plethora of opportunities for students to work in groups and to achieve common goals. For example, pupils spoke of how the well-developed vertical house structure from Year 5 upwards enables them to get to know pupils in other year groups and helps to foster community spirit. In lessons, pupils use technology to work successfully together as was observed in a language lesson in Year 6 when pupils deftly used a shared document platform to coordinate their response to a research based activity in which they were investigating the origin of words. Pupils appreciate the school's close-knit community and reflect readily on the many benefits that being in a small school brings, enabling them to work together across the years in collaborative activities, such as, service in action projects, drama productions, music groups and house competitions.
- 3.19 Pupils take great pride in contributing to the well-being of others. Pupils are encouraged to participate in a wide range of voluntary activities, both within school and the wider community, due to service being an integral part of the curriculum. For example, pupils take part in regular litter picking to enhance their local environment, and routinely visit a local hospice to read to residents. Pupils across the school work together to make a positive difference. Pupils spoke of their involvement in the Dwight School London Nepal project when they planted trees in the local community alongside a partner programme with a school in Nepal. Year 6 pupils described how as part of their PYP exhibition, they carry out research into a global issue that results in taking action to impact the lives of others, for example, by researching the impact of animal testing in the fashion industry or the lack of clean water globally on future survival. Pupils show great compassion and empathy when others are in need and feel compelled to act if they see injustice, for example, by seeking to raise money for a national appeal to help refugees fleeing from war, and working during their holidays to support a local foodbank.
- 3.20 The school fulfils its aim of equipping pupils to become inquiring, knowledgeable, caring, active citizens. Pupils show great respect and awareness of others, and readily embrace difference. Pupils commented that they regard diversity as a given and that inclusion and diversity are embedded within the culture of the school. Driven by the school's leadership, pupils are empowered by a diversity programme which fosters pupils' open-minds and encourages them to look at global issues, and pupils recalled proudly of how the school has recently won a national award for excellence and innovation in equality, diversity and inclusion. In questionnaire responses, the overwhelming majority of parents agreed that the school actively promotes values of democracy, respect and tolerance of other people. Pupils with SEND spoke of being given the opportunity to tell others about their experiences in learning and how this has impacted positively on their self-confidence. Pupils celebrate the individuality of their peers and the many benefits that being part of a wide international community

brings. They feel free to express their identity in a range of ways, and pupils spoke of the sense of belonging in the school which is manifested in a shared sense of purpose.

- 3.21 Pupils know how to stay safe and appreciate the importance of a healthy lifestyle. In questionnaire responses, most pupils agreed that the school is a safe place to be and that school teaches them how to stay safe. Pupils of all ages show great awareness of how to stay safe on-line, as responsible digital citizens. For example, pupils in upper school understand the impact of their digital footprint and of the dangers of sharing indecent images on-line. Pupils spoke of openly discussing mental health issues through the 'well-being question of the week', and of how French lessons help to reinforce their understanding of the importance of keeping a healthy body and mind through the topics being covered. Pupils of all ages spoke knowledgeably about the support systems in place should they have a problem they wish to discuss, and were confident that they could speak confidentially with a teacher or access the school counselling service should they need to.

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 proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended 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 Matthew Price	Compliance team inspector (Deputy head, HMC school)
Mrs Gretchen Copeman	Team inspector (Deputy head, ISA school)
Mr Peter Thacker	Team inspector (Head, IAPS school)