



ISI Independent
Schools
Inspectorate

**Focused Compliance and Educational Quality Inspection Report
For Schools with Residential Provision**

Badminton Junior School

October 2022

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School's Details

School	Badminton Junior School			
DfE number	801/6003			
Registered charity number	311738			
Address	Badminton Junior School Westbury Road Westbury-on-Trym Bristol BS9 3BA			
Telephone number	0117 9055223			
Email address	juniorschool@badmintonschool.co.uk			
Headteacher	Mrs Heidi Welch			
Chair of governors	Mr Justin Lewis			
Age range	3 to 11			
Number of pupils on roll	115			
	Day pupils	110	Boarders	5
	EYFS	14	Juniors	101
Inspection dates	11 to 13 October 2022			

1. Background Information

About the school

- 1.1 Badminton Junior School is an independent day and boarding school for female pupils. It is situated on the same site as the linked senior school, which was inspected separately at the same time. The school has a charitable foundation whose trustees provide governance across both the senior and junior schools. The school has a pre-prep called The Acorns for children in the Early Years Foundation State (EYFS) and Key Stage One pupils and then a section for Key Stage Two pupils. Pupils can board from Year 5 onwards within a boarding house that also accommodates pupils from the senior school up to Year 9.
- 1.2 Since the previous inspection, a new sports centre has been opened and the library has been refurbished. The current head of the school was appointed in September 2021 and the chair of governors was appointed in September 2020.

What the school seeks to do

- 1.3 The school aims to provide an education which nurtures intellectual curiosity, balancing academic challenge with fulfilment of individual potential. It seeks to achieve this within a culture of mutual respect, tolerance and collaboration, to prepare pupils for living in a global society.

About the pupils

- 1.4 Pupils come from a diverse range of professional families living mainly within a 10-mile radius of the school. A small number of boarders, mainly from overseas, are enrolled from Year 5. Standardised assessment data provided by the school indicate that the ability of pupils is average compared to those taking the same tests nationally. The school has identified 17 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyscalculia and autism spectrum disorder, of whom nine receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 11 pupils, of whom five receive additional support for their English. The school modifies and extends the curriculum for pupils it has identified as the most able in the school's population.

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, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. 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, including the boarding NMS. 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](#), [National Minimum Standards for Boarding Schools](#) [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, the National Minimum Standards for Boarding Schools 2022, 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. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships education. 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. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are 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 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 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. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

PART 6 – Provision of information

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 **The standard relating to the provision of information [paragraph 32] and NMS 1 are 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, and identifying those relating to the boarding provision.
- 2.18 **The standard relating to the handling of complaints [paragraph 33] and NMS 14 are 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 wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 **The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are 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' overall achievement is excellent and they make strong progress.
 - Pupils are highly articulate and successful communicators.
 - Pupils display outstanding attitudes to learning and have a palpable thirst for knowledge.
 - Pupils' study skills are highly developed; they are reflective learners.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are deeply self-aware. They display high levels of self-esteem for their age.
 - Pupils have high moral standards and take responsibility for their own actions.
 - Pupils have excellent awareness of the needs of others.
 - Pupils are highly inclusive and appreciative of those from diverse backgrounds.
 - Pupils make a significant contribution to their school community.

Recommendations

- 3.3 The school is advised to make the following improvements.
- Ensure all pupils further develop their use of digital technologies to support their learning and achievement across the whole curriculum.
 - Enable pupils with SEND to reach their full potential in all areas of learning.

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 achieve highly overall in successful fulfilment of the school's aim to nurture pupils' intellectual curiosity. Assessment data provided by the school, lesson observations and scrutiny of pupils' work confirm that pupils' attainment is well above national expectations with the most able achieving well above that. Pupils throughout the school make strong progress, although on occasions the progress of some pupils with SEND is not always in line with their potential. Pupils make significant short-term progress in lessons. For example, Year 4 pupils made rapid progress in their use of vocabulary in writing about a haunted house experienced through the senses. A significant proportion of pupils

successfully proceed to the senior school. Many leavers gain academic scholarships and awards for sport and music both to the senior school and to other academically selective independent schools.

- 3.6 Pupils' communication skills are outstanding. Pupils are highly articulate when speaking in class and speak with clarity and confidence when performing in public. For example, in a personal, social, health and economic education (PSHE) lesson, Year 4 pupils gave detailed and clear explanations about the most important attributes of friendship. Pupils' writing is excellent, as seen in Year 3 pupils' fluently written harvest prayers, expressing complex and nuanced ideas giving thanks and expressing hope for change. Pupils with SEND, however, do not always achieve to their potential in writing as a result of lesson tasks that do not enable them to fully respond. Pupils across all ages have sophisticated reading skills. They choose to read for pleasure, from a wide range of literature and genres, nurtured by trustees' recent refurbishment of the well-organised junior library. Pupils have highly developed comprehension skills. For example, Year 3 pupils confidently and accurately recapped the story from their class reading book and accurately answered questions about it posed by their teacher. Pupils' well-developed listening skills enable them to debate issues successfully in lessons. For example, Year 6 pupils successfully discussed, with well-expressed arguments, the types of charities they would prefer to support. Pupils apply their strong communication skills to all areas of learning with great success.
- 3.7 Pupils have highly developed and positive attitudes to learning, supported by the friendly and supportive culture nurtured by leaders and staff. They are well-organised in their approach, arriving promptly to lessons, ready to learn and with the correct equipment. For example, Year 3 pupils at the end of an English lesson rapidly prepared for the next lesson in a quiet and orderly way. Pupils engage enthusiastically in lessons and activities, showing profound interest in the topics being studied with an avid thirst for learning. For example, Year 5 pupils in a science lesson rapidly related their learning on friction to how trains decelerate, vividly describing the smell of hot brakes and the sounds of screeching wheels. Pupils maintain high levels of focus in lessons and a strong work rate. EYFS children maintained high levels of concentration throughout a drama lesson responding rapidly to directions from the teacher, to start, stop and listen. Pupils are prepared to seek help when needed, often supporting each other to find solutions before seeking assistance from staff. When older pupils in mathematics sought help with calculations, neighbours immediately volunteered to give support. In discussions with inspectors, boarders explained how boarding helps them to focus positively on their learning, creating time to consolidate their work after school. Pupils are determined learners who set themselves high standards, often setting and then meeting their own challenging targets.
- 3.8 Pupils' skills, knowledge and understanding are excellent. They are deeply knowledgeable across most areas of the curriculum. Year 5 pupils in science demonstrated a sophisticated understanding of the relationship between surface area and the rate of descent of a parachute. Pupils have well-developed physical co-ordination skills for their age with all pupils displaying high levels of ability in swimming. For example, Year 4 pupils swam with confidence and agility on their backs, with notable awareness of their position as they approached the end of the pool. Pupils make strong and accurate use of subject specific vocabulary, as when Year 4 pupils explained in detail the meaning of archaeological in relation to a historic wall within the school's grounds. They demonstrate detailed understanding both in their responses to questions and in their written work. Year 1 pupils demonstrated a mature and advanced understanding of different types of homes. Pupils' linguistic skills are well developed. Year 5 pupils' extensive knowledge of German vocabulary and accurate pronunciation supports their strong conversation skills.
- 3.9 Pupils have excellent study skills as a result of leaders' successful promotion of the whole school approach towards teaching productive learning strategies. Pupils organise and present their work to a high standard. For example, Year 6 pupils' science work is clearly and neatly laid out making clear use of colours to emphasise titles and key ideas. Pupils display strong reasoning skills, as when Year 5 pupils put forward nuanced arguments for Henry VIII's possible motivations for establishing the Church of England. Pupils' analytical skills are sophisticated for their age. Year 3 pupils successfully

analysed the construction and design of a picture frame to enable them to think critically about how the design could be further improved. They are highly successful in finding and using information from a variety of sources to further their learning. For instance, Year 6 pupils made highly effective use of different sources of information to complete detailed research on infectious diseases. All parents who responded to the pre-inspection questionnaire agreed that the school equips pupils with the team working, collaborative and research skills they need in later life. Inspection evidence confirms this view.

- 3.10 Pupils have well-developed skills in numeracy, demonstrating high levels of fluency and accuracy when completing calculations. Pupils' mental arithmetic skills are strong and they are rapidly able to recall multiplication facts. They apply their understanding and skills with great success, as when Year 5 pupils skilfully mastered how to multiply fractions to a high level of accuracy. Pupils apply their knowledge and skills in mathematics across other areas of learning with considerable success. Year 5 pupils in science accurately completed bar graphs to represent stopping times of a car travelling at different speeds. In discussions with inspectors, pupils explained that they enjoy the challenge of applying their strong numerical skills and understanding when solving problems and puzzles. Lesson observations confirm pupils' problem-solving skills are strong and are applied successfully across different subjects.
- 3.11 Pupils achieve considerable success outside of the formal curriculum. Pupils participate with enthusiasm in a wide range of sporting opportunities offered by the school, with some achieving notable success in activities such as badminton and swimming. Sports teams in these areas are regularly successful in local and regional sports tournaments and individual pupils have been selected to play at county level each year. A significant number of pupils sing in the school choir and learn a musical instrument. Many of these pupils achieve success in grade examinations up to a high level for their age. They demonstrate excellent performance skills in the regular opportunities to perform to their peers in concerts and drama productions. Many pupils participate in speech and drama with nearly all of those achieving high levels of success in grade examinations. Pupils have achieved considerable success in regional quiz competitions in science, general knowledge and mathematics and also in locally organised competitions about the use of science, technology, engineering and mathematics (STEM).
- 3.12 Pupils of all ages are confident in their use of digital technology. They demonstrate high levels of organisation when using online resources, for example, when completing research for Year 5 independent projects. EYFS children have well-developed coding skills that enable them to successfully guide programmable robots around a course laid out on the floor. Older pupils are able to apply their coding skills to successfully create short sequences and animations. Some pupils in school activities have successfully created their own pieces of music using composition applications on tablet computers and others have used applications to create complex pieces of art. In discussions with inspectors, pupils explained that opportunities to use these applications and others that could further enhance their learning in lessons across the curriculum were often limited to extra-curricular activities. They said that this limited some pupils' understanding of how ICT could be applied further. Inspection evidence from lesson observations support this view.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are deeply self-aware, self-confident and modest. They have high levels of self-esteem for their age, speaking articulately and with assurance when giving answers in lesson. For example, Year 4 pupils demonstrated excellent self-awareness when explaining the importance of being true to oneself when seeking friendship and not trying to be someone else just to fit in. Pupils show resilience and perseverance with tasks they find challenging, such as when Year 5 pupils persisted to successfully complete complex calculations using fractions in mathematics. Pupils are self-reflective, seen when Year 3 pupils reviewed and improved artwork relating to stone age wall art. In discussions, pupils

stated they felt very well-prepared for the next stage of their education. Boarders demonstrated a clear understanding of how the boarding experience has helped them to develop independence, resilience and economic awareness. Almost all parents who responded to the questionnaire agreed that the school enables their child to be independent and confident. This view is supported by inspection evidence.

- 3.15 Pupils' moral understanding is outstanding. They are deeply kind reflecting the strong ethos of mutual respect and support that characterises the school culture. Pupils have strong personal values, which they readily relate to the school's clearly stated values and expectations. Pupils show a strong understanding of the importance of fairness, for example, by showing courtesy and concern for one another at break times. Pupils are well-behaved, as seen during observations of lessons, lunchtimes and breaktimes. They understand and show respect for the school's rules and readily accept responsibility for their own behaviour including towards others. Pupils follow instructions exceptionally well, listening carefully and accurately. They respond quickly and appropriately when their behaviour is corrected by staff. They are also willing to challenge each other when they see unkindness. Pupils are sensitive to the needs of others, for example when older pupils support younger pupils at breaktimes.
- 3.16 Pupils have excellent social awareness. Year 3 pupils confidently and thoughtfully explained that the key attributes of friendship are being kind, thinking of others and listening. Older pupils enthusiastically help younger pupils around the school, for example when they confidently serve lunch to their younger peers. Pupils are supportive of one another and enjoy celebrating each other's successes. For example, in discussion with the inspectors, Year 6 pupils readily identified others' strengths as well as their own. Pupils are highly successful when working in collaboration with others, readily supporting those who find learning more challenging than themselves. Most parents who responded to the questionnaire agreed that the school helps their child to develop strong teamwork and social skills. This view is supported by inspection evidence.
- 3.17 Pupils embrace and celebrate the diversity both within wider society and more specifically within the school. They show deep respect and acceptance for one another through their sensitive interactions. This is supported by the open and inclusive culture encouraged by leaders, governors and staff. Pupils understand that everyone is different and, in discussion with inspectors, explained that showing respect is valuing and accepting people regardless of their religion, differences or disabilities. Pupils display an age-appropriate understanding of protected characteristics, and are keen advocates for equality. For example, Year 5 pupils explained with enthusiasm the relief they felt at not living in the Tudor times, because female rights were less equal than they are now. Pupils celebrate the diversity of cultures represented within the school and engage positively when peers share their own diverse cultures in presentations and lessons. In a religious education (RE) lesson, Year 3 pupils confidently explained their personal motivations for learning Arabic to enable them to read The Qur'an. Pupils have a healthy awareness of democracy, recognising its importance to society, for example when they engage in elections to choose representatives for the school council. The school successfully fulfils its aim to nurture a culture of mutual respect, tolerance and collaboration, to prepare pupils for living in a global society.
- 3.18 Pupils make a strong contribution to the lives of others within the school. Older pupils readily support younger pupils at break time. They act as highly respected role models through their dedicated fulfilment of positions of responsibility, such as house captains or librarians. Pupils acting as class representatives on the school council have successfully brought about improvements to menus for school lunches. Pupils actively engage with a schoolwide initiative to promote inclusion within the school community, with pupil representatives successfully initiating the creation of a school positivity board and instigating the repainting of a friendship bench. Pupils naturally look for opportunities to contribute further to the school community. Year 3 pupils when writing harvest prayers spontaneously suggested sharing them with the wider school community by reading them in assembly. Pupils actively support fundraising initiatives for charity by nominating good causes through the school council and

then selecting the charities through whole school votes. Pupils have chosen and made donations to local, national and international charities supporting medical research, animal welfare, environmental change and communities in developing countries.

- 3.19 Pupils have an excellent understanding of the benefits of a healthy diet and make sensible, informed food choices at lunch. EYFS children gave detailed explanations of what a healthy meal contains, adding with confidence the importance of taking care as a result of some others having specific allergies. Pupils have a keen understanding of the need to take a balanced approach to physical exercise. In discussions, pupils spoke with enthusiasm about their active participation in the wide range of sports and physical activities made available to them at school. Pupils understand how to maintain their mental health and are comfortable seeking assistance from staff should they need it. In this they are well supported by school leaders' provision of a well-being space for quiet reflection and a variety of ways pupils can communicate their needs. Pupils are keenly aware of how to keep safe when online as a result of the school's thorough internet safety teaching. They are knowledgeable about how to keep themselves and others safe in school and within the wider world. They understand why certain rules are in place to create a safe environment for them, for example, by behaving responsibly and listening to the instructions when moving around the school site.
- 3.20 Pupils are effective and confident decision makers. Pupils show mature consideration in the ways they choose to behave towards one another in the play areas where they often form strong supportive relationships. They demonstrate strong reasoned choices in their frequent opportunities to direct their own learning without succumbing to pressure from their peers. For example, in discussion with inspectors, Year 4 pupils gave astute explanations for how they chose extra-curricular activities based on their own passions. Pupils make excellent decisions within lessons to enhance their learning. Year 1 pupils made highly appropriate choices of resources to support their individual needs in mathematics. Pupils consider their future thoughtfully and in discussions with inspectors were able to give clearly reasoned explanations for the significant factors of importance to them when considering the next steps in their education.
- 3.21 Pupils' spiritual awareness is very well-developed. Pupils have notably strong values based on clear ethical foundations of fairness and tolerance, strongly rooted in the school's explicit values. They have a mature understanding that materialism does not buy happiness, and that fulfilment may more often be found in experiences and not possessions. For example, when writing prayers, Year 3 pupils expressed thanks for their education and for loved siblings. Many pupils find happiness and fulfilment in their deep engagement with and appreciation for nature and sport. Pupils show excellent cultural and aesthetic awareness in their appreciation of art, as in Year 3 pupils' highly colourful and creative responses to the work of a graphic designer. EYFS children succinctly described a gentle piece of music as "floaty". In discussions with inspectors, Year 6 pupils explained that beauty can be found in a myriad of different ways, such as a relation's signature written in the complex script of another language or the serenity to be found by looking up into the sky. Pupils are able to maintain a significant period of silent reflection in assemblies and in discussion reported that at this time they contemplate the needs of others and reflect on their own privilege.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited boarding houses and 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

Mr Matthew Lovett	Reporting inspector
Mr Nicholas Tiley-Nunn	Compliance team inspector (Head, IAPS school)
Mr Andrew Rudkin	Team inspector (Head, ISA school)
Mr Matthew Oakman	Team inspector for boarding (Senior master, HMC school)