



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

St Piran's School (GB) Ltd.

May 2019



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School's Details

School	St. Piran's School (GB) Ltd			
DfE number	908/6089			
Address	St Piran's School (GB) Ltd 14 Trelissick Road Hayle Cornwall TR27 4HY England			
Telephone number	01736 752612			
Email address	admin@stpirans.net			
Headmistress	Mrs Carol de Labat			
Chair of governors	Mr Stephen Beck			
Age range	4 to 16			
Number of pupils on roll	66			
	Boys	46	Girls	20
	EYFS	4	Juniors	30
	Seniors	32	Sixth Form	0
Inspection dates	8 to 10 May 2019			

1. Background Information

About the school

- 1.1 St Piran's School (GB) Ltd is an independent day school for pupils aged 4 to 16 years. It is owned and overseen by a limited company, supported by an advisory board comprising a chair of board and an education adviser.
- 1.2 The school comprises an Early Years Foundation Stage (EYFS), a junior department, and a senior section for pupils aged 11 to 16.
- 1.3 Since the previous inspection the nursery has closed and has been redeveloped into senior section facilities.

What the school seeks to do

- 1.4 The school aims for pupils to be happy, secure, and learn well. It seeks to set high standards for each individual and work in partnership with parents to adapt the curriculum to individual needs using a range of teaching and learning strategies. The school endeavours to enable pupils to develop their own skills and talents in a family atmosphere that encourages respect for all.

About the pupils

- 1.5 Pupils come from families who live within a 20-mile radius of the school. The school's own assessment indicates that the ability of the pupils is broadly average. The school has identified nine pupils as having special educational needs and/or disabilities (SEND) including dyslexia and chronic fatigue syndrome, all of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan or statement of special educational needs. There are no pupils for whom English is an additional language (EAL). Data used by the school has not identified any pupils as being gifted or talented.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The junior school uses its own framework to determine attainment, instead of the national framework. Results in GCSE examinations were in-line with the national average in 2015, and below the national average in 2016.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.10 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

PART 6 – Provision of information

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

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

PART 7 – Manner in which complaints are handled

2.15 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

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

PART 8 – Quality of leadership in and management of schools

2.17 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

2.18 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

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

Key findings

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

- Pupils consistently demonstrate positive attitudes to learning and achieving their best.
- Pupils have highly developed communication skills and apply those skills to other areas of learning.
- Pupils exhibit mature research skills.
- Pupils demonstrate proficient subject knowledge and understanding across the full range of subjects.

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

- Pupils demonstrate good self-knowledge, self-esteem, self-confidence, self-discipline and resilience, so that they are well prepared for the next stage of their lives.
- Pupils understand that the decisions they make are important determinants of their own success and well-being.
- Pupils are socially aware and so are able to work effectively with others, including to solve problems and achieve common goals.
- Pupils know how to stay safe and understand how to be physically and mentally healthy.
- Pupils have a developing spiritual understanding and appreciation of non-material aspects of life.

Recommendations

3.3 The school is advised to make the following improvements:

- Develop the marking of pupil work across all curriculum subjects to enable pupils in all sections of the school to consistently understand how to improve their work.
- Enable pupils to fully develop their spiritual understanding and appreciation of the non-material aspects of life.

The quality of pupils' academic and other achievements

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

3.5 The attainment of pupils across the school, including those with SEND is good overall. EYFS children demonstrate rapid progress, and several children exceed expected standards by the time they finish Reception. This is because of the excellent knowledge of individual pupil needs which leads to sensitive and nurturing teaching that addresses each child. This was exemplified in a Reception lesson on numbers around the classroom. Excellent teaching is complemented by a richly resourced area which encourages pupil centred learning. The school does not take part in National Curriculum tests, but school progress and attainment data show that pupils continue to make good progress relative to their starting points, with some pupils exceeding expectations. Results in GCSE examinations were similar to the national average for maintained schools in 2015, and below the national average in maintained schools in 2016 which reflects inconsistent progress in the secondary section of the school. There is a lack of consistent reliable regular and rigorous assessment data for pupils in Years 7 to 11 to pinpoint with precision what they need to do to improve their work and so develop a deeper understanding of their endeavours and what the next step in their learning will be. Highly effective strategies were used to support specific SEND pupils such as the use of a staff member in a GCSE English lesson to scribe for a pupil which enabled him to maintain focus and engage actively in the discursive aspects of the lesson. The excellent pace, clear objectives and appropriately challenging sequenced activities

observed in many lessons in the junior school enabled pupils to fully engage and develop their understanding of new skills and knowledge, for example a Year 3/4 maths lesson on column addition and subtraction showed pupils being challenged to apply this technique to more complex calculations concerning place value. However, across the school progress in lessons is inconsistent, in the senior section of the school a small minority of lessons showed pupils not challenged appropriately or unable to access the material being covered and so progress was limited. The communication of progress to parents is very good in the EYFS and junior sections of the school and promotes progress. The narrative accounts in the secondary section are helpful in establishing what has been achieved. The overwhelming majority of parents and pupils in their questionnaire responses agreed that teaching enables pupils to make progress, fulfilling the school's aim to prepare pupils for the next stage of their education. School leavers are successful in gaining places at their desired schools and colleges.

- 3.6 Throughout the school pupils demonstrate proficient subject knowledge and understanding across the curriculum. Pupils have a developing appreciation of the role of creativity through their work in music, art and information and communication technology (ICT). A music lesson focussed on composition singing and body percussion in which younger pupils displayed real insight into how they can create new music. Pupils exhibit a less developed knowledge of abstract areas of thought. Pupils are able to engage confidently with their peers and teachers in working collaboratively to progress their own learning, particularly in the junior school where mixed age classes help this approach. At its best, lesson and course content are challenging and lead to deeper engagement and understanding, such as in an EYFS lesson, where children's discussions demonstrated synthesis of a range of knowledge associated with jungles and insects. Staff one-to-one support reinforces pupil knowledge and learning as pupils have time to reflect and so embed concepts and information more fully. Extracurricular activities complement and extend classroom knowledge; for example, through *Cook for a Story* club pupils were able to broaden their vocabulary as they shared the story with the teacher and their peers. They also demonstrated their baking skills through making a new gingerbread recipe.
- 3.7 Throughout the school pupils show excellent communication skills which they apply to all areas of their learning. They speak with much confidence, are articulate, and want to express their ideas and feelings about their school. They show a wide vocabulary, appropriate register and enthusiasm. In a Year 10 English lesson, pupils were able to cogently discuss, using appropriate critical vocabulary, the allegory to wild animals (hyena) of the 'mad woman' in *Jane Eyre*. Registration periods showed pupils' excellent listening skills and, in a short tennis lesson, Year 5 pupils listened attentively to the teacher regarding the organisation of turns and local rules. In the senior school pupils were attentive to start lessons and in group work to listen to each other, for example in a Year 9 personal, social, health, and economic education (PHSE) lesson, groups very effectively co-planned a short presentation on the Salvation Army. Work scrutiny and examination of display work showed that pupils develop the sophistication of their written work very effectively over time, using an increasing range of new vocabulary. This is facilitated by an appropriate demanding curriculum, drafting and redrafting activities, and opportunities for free expression. The school effectively assists pupils who have difficulties with communication through support staff which ensures they maintain progress at a rate appropriate to their ability.
- 3.8 Pupils demonstrate varied levels of attainment in numeracy skills across the school. In the EYFS and junior school there is a focus on appropriate mathematical vocabulary which enables pupils to talk with confidence about their mathematical understanding. EYFS children were observed clearly explaining a number square and how it helps with multiplication. Mathematics in the senior section of the school develops these firm foundations inconsistently. A proprietorial electronic scheme is used extensively which is not always effective in ensuring that work is appropriately matched to individual pupils' needs. This can limit effective learning for some pupils. Most pupils can apply their numeracy skills across the curriculum appropriately for example, in calculations and graph plotting in science and half and quarter beat counting exercises seen in a junior school music lesson.

- 3.9 Pupils demonstrate good ICT skills as a result of clear focussed individual teaching in ICT lessons, such as about programming applications, and further exposure to appropriately planned activities across the curriculum to enhance learning through use of either specific hardware or software. Pupils say they enjoy their learning when using ICT applications, particularly when used for research. This was seen in a Year 7/8 design and technology (DT) lesson about textiles where pupils researched cotton in preparation for a subsequent making activity. Pupils' skills in ICT have strengthened as a result of leaders' and governors' investment in additional ICT equipment outside of the ICT suite.
- 3.10 Pupils demonstrate mature research skills for their ages. EYFS pupils show open curiosity about the physical world around them and can make simple decisions as to why they want to engage in an activity and reflect on how much they enjoyed it. Homework is used effectively in the junior school to give both short and long term tasks for completion. For example, a Year 3 history project promoted independence and the selection of appropriate material over time. In science pupils constructed model cells to share with the class and so develop a three dimensional understanding of structures which pupils enjoyed and saw as an extension of their class learning, applying their abilities to seek information independently. Work undertaken in GCSE art included excellent portfolio explorations which illustrated perseverance and application to collecting wide ranging information. This material was then synthesised and used to support creativity through its application to the finished piece of artwork. There is though an inconsistent approach to presenting pupils with the opportunities to analyse, hypothesise, and synthesise information in class. This limitation is imposed by some staff giving insufficient time for pupils to think. As a result, the development of higher order thinking and reasoning skills is hindered, particularly for the most able.
- 3.11 The school enters a range of local and national competitions and events in the arts, sport, drama and music, obtaining excellent outcomes for the school's pupils. These successes are underpinned by the school's vision to be an outward looking school that provides wide ranging opportunities and supports pupils being part of the wider community. Of particular note is the school choir which performs locally in care homes and provides pupils with the opportunities for working together across the school, thus promoting team work and positive relationships between year groups. The school punches well above its weight in terms of the achievement of its pupils in the wider community and this is best exemplified through its continued success in the *Hayle in Bloom* awards which celebrate the town's appearance.
- 3.12 The vast majority of pupils within the school consistently demonstrated good attitudes to learning and achievement and seek to do their very best. They show a desire to learn, as a result of enthusiastic teaching and the warm empathetic relationship between pupils and staff. As a result, pupils demonstrate a willingness to work collaboratively and to take on responsibility for their own learning.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is good.
- 3.14 Most pupils, including those with SEND, are articulate, happy and confident. Pupils have a highly developed sense of self, where through their thoughtful nature and authentic personal understanding they display self-confidence without arrogance. They have a realistic personal understanding, living their life with a moral purpose, showing resilience and are open minded. This was exemplified through the very positive conversations that took place between inspectors and pupils both formally and informally throughout the inspection process where pupils wanted to be involved in talking about their school. Many pupils commented on how they are inspired by staff who believe in them as individuals who all have an area of real strength. This gives pupils high levels of self esteem and a sense of worth. Pupils are self-aware as learners and appreciate the differing demands and challenges made upon them by staff which directly influences their enthusiasm and motivation to learn. In the junior section of the school they are supported by teachers to reflect on their progress. This view was substantiated in interviews where pupils were confident and comfortable in discussing their learning and progress. In the senior section of the school not all pupils were aware of what they needed to do

to make further progress. A very large majority of parents who responded to the questionnaire felt that the school promotes an environment which successfully supports their children's personal development.

- 3.15 Pupils have extremely well-developed decision-making skills and are able to determine targets for themselves in academic and extra-curricular activities, for example in the junior section of the school pupils in golden time selecting activities that complement their lesson activities during the week. This is due to the strong individual support for each pupil as they move through the school and the small size of the school where every pupil is known as an individual. Pupils are highly aware of the importance of the application of integrity in their lives as they explained the importance of being truthful and being able to trust each other as friends. Effective pastoral support from teachers encourages pupils to think for themselves and reflect, particularly if they have made an error of judgement. As a result, pupils grow into young people who approach the concept of risk sensibly. Pupils make informed decisions regarding GCSE choices and engage sensibly with the process, understanding that their decisions are important.
- 3.16 Pupils have a strong awareness of healthy eating and the importance of a balanced lifestyle. They know how to keep safe when online and in other situations due to clear educational programmes. PHSE work showed that pupils responded positively to role plays, questionnaires and videos which subsequently showed a deeper understanding as they progressed through the school. This is complemented by staff trained as mental health first aiders to help support pupils and other members of the school community. Practical safety precautions, taken by pupils were observed in the *Cook for a story* club where the risk of hot liquids was managed very effectively. Pupils are very aware of the issues relating to internet usage which are promoted very effectively through well thought out leaflet production tasks that use ICT to feature e-safety familiarity, particularly relating to the dangers social media may pose.
- 3.17 Most pupils have a developing spiritual understanding of their place in the world and an awareness of the non-material aspects of life. Religious studies lessons provide breadth for the study of many faiths, and pupils report that they feel comfortable expressing their thoughts without fear of being judged. Pupils exhibit an inconsistent development of insight into what faith and spiritual discernment might mean to them on a personal level. Though there is a range of opportunities such as assemblies and circle times in place in the school when reflection takes place pupils did not see this as a vital activity that was linked to their broader social development. As a result, opportunities were missed by pupils to think more deeply and express those more abstract thoughts effectively. The leaders of the school have successfully established a very strong school ethos of mutual respect. Pupils demonstrate strong mutual respect towards each other, based on a very strong ethos established by the school leaders, and value each other highly, this was observed through the positive relations seen during break times when pupils took turns on play equipment. Respect pervades the community where difference is valued. Staff modelling of respect for diversity contributes strongly to the respectfully calm atmosphere that pervades the school and is reflected in the pupils' attitudes and behaviour. The school's vision 'That children learn well if they are happy' is lived through its actions where difference is valued by the pupils. All parents and pupils who responded to the questionnaire agreed that the school actively promotes tolerance of other people.
- 3.18 Pupils demonstrate a clear moral understanding of what is right and wrong, such as when given choices regarding school rules. This is due to the school leaders' promotion of individual responsibility and actions having consequences. The pupils are well behaved and show self-regulation, courtesy and respect. Pupils are motivated to have their names put in the 'Golden book' for positive acts in the school community; they are equally aware of not wanting to be placed in the 'Bad book'. Positive reinforcement of good behaviour and work is made through the award of house (pasty) points which contribute to group and individual awards. Pupils have compassion for those less fortunate than themselves. They expect fairness from each other and the staff. This moral issue was raised by a small minority of pupils in the questionnaires; inspectors investigated the issue and found a well-developed

understanding amongst older pupils of the need, on occasion, for more nuanced responses to the specific circumstances of a problem such as different types of sanctions being applied to pupils with specific needs.

- 3.19 There is a good understanding of the concept of charitable giving, which is actively run by the pupils and focusses on charities that the school community want to support. Pupils understand the moral imperative of helping those less fortunate than themselves through their active participation with local charities. Pupils respect the system of school rules which they see as guidance which is sensible to follow. There is also a strong acceptance of the use of restorative justice when there is a problem which encourages the pupils to confront the issue and understand its implications to them and to others. All parents and pupils who responded to the questionnaire thought that the school promotes good behaviour.
- 3.20 Pupils socialise with each other extremely well, as seen during break and lunchtimes They are skilled at maintaining excellent friendships based on mutual respect. They have a voice in the school community through the school council which has had impact in developing the new healthy tuck shop. The small size of each year group and the school in general creates a strong community feel where all pupils know one another. Pupils support one another and enjoy strong relationships with their teachers. The house structure helps promote student responsibility for helping to organise and shape the school community. For example, Year 9 pupils organise a dance club for younger pupils. As pupils progress through the school, they increasingly gain greater trust and responsibility; for example, in having their own social space, the GCSE Hub, in Years 10 and 11. The pupil questionnaire raised the issue of a lack of opportunities for developing team work skills. In many classes very effective group work was observed which showed pupils working to a common aim, for example planning charity fundraising activities in a Year 9 PHSE lesson where there was excellent interchange of ideas and thinking. Pupils were also observed in a Year 5 short tennis lesson working effectively and cooperatively in pairs and also reported that they enjoyed team games appropriate to the size of the school, facilitated by the school leadership's good relations with other schools.
- 3.21 Pupils demonstrate excellent empathy towards others, including those less fortunate than themselves. Older pupils fully embrace the responsibility to support younger pupils, for example through older junior school pupils supporting children's reading in EYFS. Pupils support the community in many other ways. Some pupils take on further responsibilities, for example, through the production of murals around the town supporting *Hayle in Bloom* and volunteering at a local day care centre. In school, pupils readily take on roles associated with the smooth running of the form and through active participation in the school council promote the views of pupils within the school. Other pupils participate in The Duke of Edinburgh's Award scheme which allows pupils to work for the benefit of the school and the outside community. This is an area that the leadership of the school endeavour to promote through its promotion of pupil activities in the community for example working with local service organisations. Pupils can be themselves as there is a sense of tolerance and acceptance that pervades the school community where pupils are respected for their individuality and what they bring to the school community.

4. Inspection Evidence

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

Inspectors

Mr Ian Carter	Reporting inspector
Mr Richard Raistrick	Compliance team inspector (Vice principal, IAPS school)
Mr Paul Easterbrook	Team inspector (Former headteacher, IAPS school)
Mrs Jane Huntington	Team inspector (Headteacher, ISA school)