



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Glendower Preparatory School**

**March 2020**



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### School's Details

<b>School</b>	Glendower Preparatory School			
<b>DfE number</b>	207/6004			
<b>Registered charity number</b>	312717			
<b>Address</b>	Glendower Preparatory School 86/87 Queen's Gate South Kensington London SW7 5JX			
<b>Telephone number</b>	0207 370 1927			
<b>Email address</b>	office@glendowerprep.org			
<b>Headmistress</b>	Mrs Nina Kingsmill Moore			
<b>Chair of governors</b>	Mr Rupert Harrison			
<b>Age range</b>	4 to 11			
<b>Number of pupils on roll</b>	251			
	<b>EYFS</b>	37	<b>Juniors</b>	214
<b>Inspection dates</b>	3 to 5 March 2020			

## **1. Background Information**

### **About the school**

- 1.1 Glendower Preparatory School is an independent day school for female pupils aged between 4 and 11 years. It was founded in 1895 on the Fulham Road in South Kensington and moved to its present location in 1947. The school is a charitable trust administered by a governing body, whose members act as trustees. Glendower School is divided into two sections, the lower school (Reception, Years 1 and 2) and the upper school (Years 3 to 6). Most pupils join the school in the Reception class. The current headmistress joined the school in September 2019. Since its previous inspection, the school has completed a major rebuilding project, including new classrooms.

### **What the school seeks to do**

- 1.2 The school is non-denominational with a Christian ethos. Its principal aims include to develop in each pupil a high degree of intellectual curiosity, beyond the expected levels of subject knowledge and high academic achievement, and to provide outstanding personalised pastoral care with a strong sense of belonging to a caring and inclusive community. The achievement of these aims contributes to pupils' successful preparation for secondary education.

### **About the pupils**

- 1.3 Pupils, most of whom live within a relatively short distance of the school, come from a diverse range of cultural and religious backgrounds. The school has identified 24 pupils as having special educational needs and/or disabilities (SEND), 21 of whom receive additional specialist help. No pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 57 pupils, a very small number of whom receive specialist support. The school has modified its curriculum for those pupils it has identified as having particular abilities, gifts and talents, including in art, music, and science.

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

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

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

### **PART 3 – Welfare, health and safety of pupils**

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

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

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

## **PART 5 – Premises of and accommodation at schools**

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

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

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

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

**2.14 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 excellent.
- Pupils' achievement across the school and in a wide range of subjects and disciplines is excellent.
  - Pupils develop excellent communication skills in speaking, writing, reading and listening.
  - Pupils throughout the school show extremely positive attitudes and learn to work successfully, both individually and with others.
  - Pupils' levels of achievement and their approach to learning ensure that they are extremely well prepared for the next stage of their education.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils' self-knowledge and self-confidence are excellent; pupils demonstrate high levels of self-esteem without being in the least arrogant.
  - Pupils' social development, including their ability to relate to one another and to other members of the school community, is strong.
  - Pupils demonstrate excellent moral awareness in their understanding of right and wrong, and their appreciation of the importance of being kind to others.
  - Pupils strongly appreciate the importance of developing healthy lifestyles; they know how to keep themselves safe, including when accessing the internet.

## Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider the following recommendation:
- Enhance younger pupils' independent learning skills, by giving them more opportunities in the classroom to develop these skills.

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

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Evidence from the school's own assessment of pupils' attainment and progress, together with inspectors' observations and their examination of samples of pupils' work, indicates excellent achievement. The school's data, benchmarked against national standards, show that levels of attainment have risen significantly in recent years. As a result, the gap between pupils' performance and national standards increases as they progress through the school. This demonstrates that pupils, including the most able and those with EAL, make excellent progress from their starting points and reach standards of attainment well above those expected for their age. Pupils know their targets and how to improve their work. This results from teachers' systematic monitoring of their progress, as well as their detailed comments on pupils' written work and the feedback that teachers provide during lessons. Pupils with SEND make at least good progress from their various starting points. This is because they benefit strongly from well-tailored individual support. Teachers receive detailed information about these pupils' individual needs and use it to provide them with suitable activities and levels of challenge. This confirms the school's success in addressing the recommendation from its previous full inspection, to ensure that assessment data are used effectively in all subjects to support the learning and progress of all pupils. The overwhelming majority of parents who responded to the pre-inspection questionnaire agreed that teaching enables their children to make progress and that the school helps their children to develop skills for the future.

- 3.6 Pupils of all ages, in line with the school's aims, develop excellent skills and high levels of knowledge and understanding in a range of subjects and disciplines, including in English, mathematics, science, technology and the creative and expressive arts. Pupils apply these skills to extremely good effect in a variety of areas across the curriculum. Children in the EYFS make rapid progress in developing their ability to form letters accurately and to write simple sentences. Their artwork shows that they can use shape and colour extremely well in, for example, their representation of family members. Children rapidly develop their independent learning skills, because staff give them many suitable opportunities to choose between different tasks. This indicates that the school has responded effectively to the recommendation from the previous inspection, to provide greater opportunities for child-initiated learning, allowing children to select activities and equipment independently. Pupils' success in developing their knowledge of concepts such as different genres, and skills, including in writing and in carrying out scientific experiments, is evident in their excellent responses to lesson activities and in their written work. For example, in an English lesson, pupils in Year 5 compiled newspaper reports with structure and details that were highly appropriate to the format. Pupils have a strong grasp of scientific method. This was evident in a lesson in which they developed their own pH indicator, using red cabbage. Their progress was enhanced by the teacher's encouragement to share their prior learning in this area. Pupils' ability to reach the high standards of which they are capable is enhanced by teachers' encouragement to pursue their own interests in completing open-ended homework tasks, for example in history and geography.
- 3.7 Pupils develop extremely good communication skills, both in English and in other languages. This was evident from pupils' performance in lessons and written work, as well as in assemblies and discussions with inspectors. In a Spanish lesson in Year 6, pupils communicated confidently in Spanish with one another and with the teacher, successfully responding to the high level of challenge represented by the teacher's fluent and accurate modelling of the language. They also responded very positively to the teacher's enthusiasm and encouragement not to be afraid to make mistakes. In an assembly, older pupils confidently articulated their responses to International Women's Day. In discussions with the inspectors, pupils described their school experience extremely clearly, showing their strong ability to communicate effectively with one another and with unfamiliar adults. Pupils demonstrate excellent skills in composition, grammar and their ability to use sophisticated vocabulary and to convey complex ideas. This was particularly evident in a sample of written work on a range of topics completed by pupils in Year 6.
- 3.8 Pupils' highly developed numeracy skills are evident throughout the school. Pupils, especially in the older year groups, develop a sophisticated grasp of mathematical concepts, skills and techniques which they apply adeptly in a range of situations. Children in the EYFS quickly learn to recognise geometric shapes, and teachers use resources extremely well to ensure that children learn to count and measure accurately. Pupils in Year 6 showed their excellent understanding of mathematical processes in using compass point points to learn about bearings and angles. The teacher made extremely good use of an ICT application to ensure that all the pupils understood the task clearly and could complete it successfully. Examination of pupils' artwork showed that they can accurately scale shapes up and down, for example in making needlework patterns on binca. The teacher made sure that younger pupils considered different ways of counting stickers in calculating targets for the amounts of money they aimed to raise in a charity fund-raising activity.

- 3.9 Pupils readily use ICT very skilfully and effectively to extend and reinforce their learning. They also develop skills in specific areas such as coding. This illustrates school leaders' success in adapting the curriculum, for example by introducing new topics and programmes, so that pupils are extremely well prepared for secondary education and beyond. The governing body, cooperating closely with school leaders, has successfully promoted pupils' learning in this area by providing up-to-date equipment and resources. Pupils use ICT to very good effect to accelerate their learning. For examples, pupils in Year 6 used tablet computers smoothly and effectively to respond to a quiz activity in Spanish. They then benefited from instant, individualised feedback from the teacher, who made excellent use of incorrect answers to enable pupils to learn from their mistakes. In informal conversations with the inspectors, parents of children in the EYFS commented very favourably on the ways in which the school enables their children to develop their ICT skills. This confirms that the school has responded appropriately to the previous inspection report's recommendation to plan more opportunities for the use of ICT to support learning in the EYFS. Together with the school's success in addressing the other recommendations, this demonstrates the effectiveness of leaders and managers, including the governors, in driving improvement.
- 3.10 Pupils develop a wide range of study skills, which they put to extremely good effect across the curriculum, including research, analysis, and making links between different subject areas. Pupils throughout the school show very well-developed listening skills: they are attentive in class both to fellow-pupils, teachers and other adults, and are prepared to learn from all of them. Older pupils show excellent independent learning and research skills. In an English lesson in Year 5, for example, pupils showed that they know how to use dictionaries to check and extend their knowledge and understanding. Pupils' written work demonstrates excellent research, synthesis and decision-making skills in their choice and use of a range of appropriate sources. Pupils show that they can work independently to very good effect but, for younger pupils, this ability is less well developed. School leaders recognise, however, that pupils in the junior school would benefit from more opportunities during lessons to take responsibility for their own learning.
- 3.11 Pupils' development of their various skills and talents is strongly enhanced by the rich and diverse curriculum, which includes a wide variety of clubs and extra-curricular activities, such as trips, visits and special events. For example, as part of the school's celebration of National Book Week, pupils made excellent progress in developing their dance and drama skills during workshops provided by external companies. Pupils have gained many awards and distinctions. These include publishing a book about climate change, selection of artwork for inclusion in exhibitions at venues with high national and international reputations, and participation in national choirs and orchestras. Their sporting achievements include winning national competitions in swimming and fencing. On leaving the school, many pupils gain entrance to senior schools with highly demanding entrance requirements. The number of pupils gaining academic scholarships to such institutions has increased substantially in recent years. In the pre-inspection questionnaires, most parents agreed that the school provides a suitable range of extra-curricular activities, and the overwhelming majority agreed that their children are well prepared for life in senior school. Pupils' responses reflected a similar pattern.
- 3.12 Pupils throughout the school show that they are eager to learn. Pupils' enthusiastic responses to the challenges set by teachers, and their success in meeting their targets, indicate their extremely positive approach to learning. Teachers' and school leaders' high expectations and their establishment of an extremely stimulating environment for learning throughout the school ensure that pupils engage fully with tasks and maintain their focus throughout lesson activities. Pupils' willingness to ask pertinent and probing questions in class, and to research in depth topics which interest them, demonstrate the school's success in fulfilling its aim to develop in pupils a high degree of intellectual curiosity.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils show extremely well-developed self-understanding for their age. They are self-disciplined and reflective. Pupils demonstrate high levels of self-confidence and self-esteem, and a group of pupils in Year 6 accurately and concisely explained the difference between this and arrogance. When faced with difficulty, pupils show strong perseverance, know how to improve their own learning and performance and can adapt to new situations. In discussion with inspectors and in lessons, assemblies and after-school activities, pupils showed their growing maturity and self-assurance. Almost all the parents who completed the pre-inspection questionnaire agreed that the school helps their children to be confident and independent. Several, including parents of children in the EYFS, praised the school for fostering their children's rapid growth in self-confidence. In a class assembly, pupils spoke confidently and perceptively about what it takes to be a good friend. In their written work, and in conversations with the inspectors, pupils confirmed that they know how well they are doing in different subjects, and what they need to do to improve their work. Pupils with SEND make excellent progress in developing their self-confidence and self-esteem as a result of the support they receive from staff who fully understand the contribution these qualities make to raising pupils' achievement.
- 3.15 Pupils develop strong decision-making skills. They understand what contributes to making the right decisions, both in their work and in other situations, such as drama, and social interactions. In lessons and around the school, pupils showed that they understand the consequences of their actions in terms of their impact on themselves and on others. Children in the EYFS are given an appropriate choice of activities and are encouraged to explain their choices. Older pupils benefit from excellent opportunities in class to expand upon and to justify their views. At the end of a history lesson, for example, pupils in Year 6 compared what they already knew about the topic with what they had learned and could describe what they could do to increase their knowledge and understanding. In dance and drama workshops, pupils showed that they understood how their movements had to take into account and be in harmony with those of others.
- 3.16 Pupils show, in ways that are appropriate to their age, an extremely well-developed understanding of and appreciation for the non-material aspects of life. Pupils' excellent poems and artwork demonstrate their ability to express their feelings in words as well as in drawing and painting. A particular example of this was pupils' imaginative response to their reading of the *Chronicles of Narnia*, as they described their experience of 'going through the wardrobe' and of explaining this to a sceptical audience. Pupils gain an excellent understanding and appreciation of the key stories and festivals of the major world religions, including Easter. One group of pupils in Year 4 spoke with feeling about how the new mindfulness sessions 'took them into a different world'. This exemplifies how the curriculum has an extremely positive impact on pupils' personal development.
- 3.17 In their behaviour and interactions with others, pupils show a very clear understanding of right and wrong. They willingly take responsibility for their own behaviour and take care of others. In line with the school's aims and ethos, pupils show excellent moral development in their response to the school's strong focus on promoting kindness towards and respect for others. Their behaviour in lessons and around the school is consistently at least good and is often exemplary. In the pre-inspection questionnaire, all the pupils who responded confirmed that the school expects them to behave well. The views expressed by parents about the school's success in promoting good behaviour were also extremely positive. In their verbal comments, pupils and parents expressed their approval of the school's emphasis on kindness. Pupils could explain, in relation to a display about a 'kindness machine' which they had developed, what constitutes kindness and its links to friendship. Older pupils, as well as staff, provide extremely positive role models in terms of their approach to others. Pupils' development of moral understanding benefits strongly from the excellent care and support which they receive from teachers and other staff members. Leaders' strong emphasis on the importance of pastoral care has led to its standard being maintained at a very high level.

- 3.18 Pupils work extremely readily with others, including fellow pupils and staff, in solving problems and overcoming setbacks in their work and social relationships. Pupils demonstrate very strong social awareness. Pupils throughout the school work collaboratively and to very good effect in class because staff give them a suitable variety of well-structured activities. Typically, in a science lesson, pupils worked extremely well together, developing their ideas in collaborating in the planning of a fund-raising activity. In several lessons, inspectors observed pupils responding extremely positively and maturely to opportunities to assess one another's work. In dance and drama workshops, pupils responded promptly and enthusiastically to the staff's emphasis on listening to and watching others carefully in performing dramatic tableaux, singing and dance routines.
- 3.19 Pupils make an excellent contribution to the school and wider community. They benefit from many opportunities to take on responsibility, including as librarians, form and sports captains, and as members of the school council. Pupils in Year 3 who take part in shared reading activities with children in the EYFS contribute strongly to their partners' self-confidence in their approach to reading. Pupils make a strong contribution to the community outside the school by raising money for local, national and international charities which they choose themselves, and in community projects such as the Thames clean-up project. This demonstrates pupils' strong environmental awareness, which is also exemplified by displays of their work on 'Lost Words' (highlighting the names of endangered flora, such as bluebells, and fauna). As well as charity fund-raising events, such as the 'skip-a-thon', sponsored swims and collecting warm socks for homeless people, pupils make Christmas cards for sick children in the local hospital and sing carols for the benefit of charities supporting the elderly. Pupils' understanding of the experience of different groups of people is enhanced by, for example, their visits to and participation in lessons at a local special needs school.
- 3.20 Pupils from different backgrounds in this diverse but highly cohesive school community relate extremely well to each other, and show their appreciation of, and enjoyment in sharing, each other's cultures and traditions. Pupils spoke enthusiastically about their experience of speaking their own home languages and learning about others'. Pupils' appreciation of the key values that underpin life in modern Britain, including respect for and tolerance of different lifestyles and the rule of law, are evident from their attitudes and behaviour. These are strongly supported by the academic and wider curriculum, including the personal, social and health education programme, which includes topics such as 'Celebrating difference'. Pupils learn about different faiths and cultures by visiting places of worship, including a church, synagogue and Sikh temple, as well as special events, for example to mark International Women's Day.
- 3.21 Pupils are keenly aware of the importance of staying fit and active, and making wise choices, to develop their physical and emotional well-being. Pupils understand the principles of healthy eating and a balanced diet and participate wholeheartedly in a variety of sporting activities. They strongly appreciate the school's work to promote their mental health and well-being. Pupils mentioned in particular the way in which sessions with the school counsellor helped to reduce stress before and after taking tests. A very small number of parents commented adversely on the pressure experienced by their daughters with regard to examinations or competitive events, but this was at odds with the views of other parents, as well as those of staff and the pupils themselves. Pupils are extremely confident in reporting that they know how to keep themselves safe online and are able to say exactly what they would do if they received an inappropriate text message. They also confirm that this is a 'listening' school and have no hesitation in naming members of staff to whom they can turn should they feel unsafe or distressed. Pupils' sense of security is enhanced by the school's thorough but unobtrusive measures to ensure their safety, including staff supervision before, during and after school.

## 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 a group of governors, 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. 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 Robin Gaff	Reporting inspector
Mrs Nisha Kaura	Compliance team inspector (Deputy Head, HMC school)
Mr Matthew Judd	Team inspector (Headmaster, HMC school)