

## School inspection report

11 to 13 June 2024

# Manchester Muslim Preparatory School

141 Barlow Moor Road  
West Didsbury  
Manchester  
M20 2PQ

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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## Summary of inspection findings

1. Leaders actively promote the school's aim to prepare pupils for their future lives as Muslims in modern British society. They are diligent in drawing up suitable policies intended to promote all aspects of pupil wellbeing. Leaders have an understanding of their responsibilities, although their knowledge of the requirements relating to safeguarding and the management of complaints have not been sufficient for the related standards to be consistently met.
2. Leaders promote pupils' learning and progress through a carefully planned curriculum. Teachers make effective use of assessment information to plan lessons which take into consideration the needs and prior attainment of the pupils. They identify strategies to support pupils who speak English as an additional language in lessons, although provision for their individual language needs is not yet fully developed. Pupils make good progress and acquire advanced skills, knowledge and understanding in response to clear learning goals and constructive feedback from their teachers. Subject leaders actively identify and promote connections between different subject areas. This enables pupils to develop their knowledge to a deeper level and to work with notable success on activities which require independence and strategic thinking.
3. Leaders are diligent in promoting pupils' physical and mental health and wellbeing. Staff with responsibility for the safety of the school environment implement rigorous systems for the maintenance and management of the premises. Leaders have drawn up a personal, social, health and economic (PSHE) education programme which is tailored to the needs of the pupils and the aims of the school. Teachers deliver this effectively in timetabled lessons, which are complemented by other subjects and activities, to foster pupils' personal development. Pupils have a mature sense of self and respect for others alongside a spiritual understanding of their faith.
4. Adults throughout the school help pupils to develop an appreciation of the importance of rights and responsibilities through planned lessons and activities outside the classroom. They enable pupils to develop their understanding of the society in which they live, both in school and the wider world. Staff in the early years setting support children in establishing positive relationships and understanding the world around them. This prepares them well for their ongoing development as active members of a school community in which respect and kindness are seen as the norm.
5. Leaders actively promote a culture where safeguarding is prioritised and in which pupils and staff are confident that their views and concerns are listened to and responded to effectively. Leaders take appropriate action to address identified risks when concerns are reported about adults working in the school. However, they have not recorded such concerns in line with the school's stated policy or reported them to external agencies as required.
6. Leaders have not recorded all formal complaints lodged by parents as required. Governors maintain oversight of school policies and procedures, but this has not been sufficiently thorough to identify these deficiencies.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

### Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- relevant external agencies are informed of safeguarding concerns about adults in the school when appropriate
- all formal complaints are recorded as such.

### Recommended next steps

Leaders should:

- strengthen the strategies used to support pupils who speak English as an additional language (EAL) so that they progress as well as possible in their English language skills.

## Section 1: Leadership and management, and governance

7. Leaders have a clear vision for the school, centred on its aim to prepare pupils for life as Muslims in modern Britain. They undertake regular evaluation of the school's success in achieving its aims in close consultation with parents and staff. Leaders identify new initiatives which benefit pupils' academic and personal development and oversee their implementation effectively so as to improve provision.
8. Leaders are aware of their roles in fulfilling their statutory responsibilities. They have drawn up policies which pay suitable regard to statutory guidance. Leaders are diligent in ensuring that most policies are implemented consistently and staff have a secure understanding of their roles and responsibilities. However, leaders' understanding of statutory requirements relating to liaison with external safeguarding agencies and the recording of complaints is not sufficiently developed to be effective.
9. Governors maintain oversight through regular contact with the school and detailed reports from leaders. They are well informed about leaders' plans to improve provision and provide challenge to assure themselves that these are well considered. However, their oversight of policies and practice has not been sufficiently effective to enable the identification of omissions in the management of safeguarding concerns and complaints or identify that the standards relating to these aspects of provision are not met.
10. Leaders have developed the role of subject leaders so that they play a key part in the promotion of pupils' academic progress. Senior leaders encourage subject leaders and teachers to identify new initiatives and support their implementation so that pupils' learning and progress are enhanced.
11. Leaders promote the physical and emotional wellbeing of the pupils through the rigorous implementation of appropriate policies and procedures which are well understood by staff and pupils. Leaders in the early years provide suitable training and guidance for staff in the setting in identifying and resolving any concerns about the pupils in their care. Leaders fulfil their responsibilities under the Equality Act 2010, including through the implementation of a suitable plan for the improvement of pupils' access to the curriculum.
12. Leaders take a systematic approach to the identification and mitigation of risk, including those related to pupils' welfare needs. Leaders have undertaken a detailed assessment of the potential risks associated with sharing premises with the trust's senior school for female pupils. They have implemented a wide range of effective strategies in response, which continue to be adapted as changes are made to the building and premises. A suitable assessment of risks associated with the 'Prevent' duty is in place. Leaders and staff in the early years assess potential risks in the learning environment on a regular basis so that any deficiencies are quickly identified and addressed.
13. Leaders have drawn up a suitable procedure for the management of parental complaints. Most concerns are resolved informally by class teachers or leaders. These and formal complaints are managed in line with the stated time scales. Leaders keep suitable records of their actions and findings. However, they have not always identified or recorded formal complaints as such.
14. Leaders provide parents with suitable information about their children's attainment and progress. Information about school policies and procedures is maintained on the school website. Parents of children in the early years receive information about the setting at the start of each year and regular

information about their activities in school. Leaders liaise with external agencies appropriately with regard to the provision of information about children's early years attainment, educational provision and safeguarding concerns about pupils.

### **The extent to which the school meets Standards relating to leadership and management, and governance**

15. Standards are not met consistently with respect to safeguarding or the management of complaints.

16. As a result, Standards relating to governance, leadership and management are not met.

**17. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

## Section 2: Quality of education, training and recreation

18. Leaders implement a curriculum that is effectively taught to enable pupils to acquire skills and knowledge and to make good progress. A suitable range of extra-curricular activities is provided which enables pupils to extend and develop their skills, particularly in creative and technological subjects. Teachers speak with pride of their pupils' individual achievements and progress so that pupils feel valued and supported. This fosters pupils' confidence in their abilities and their readiness to extend their learning through working independently and tackling ambitious tasks.
19. Pupils who have special educational needs and/or disabilities (SEND) make good progress and achieve well in response to the implementation of a range of personalised strategies for learning. Class teachers provide appropriate activities and support in class, and specialist staff work with pupils on an individual basis or in small groups according to their needs so that pupils make swift progress and achieve well.
20. Staff in the early years plan a curriculum that is challenging and engaging. Children play and explore in an environment rich in opportunities for them to develop good skills and understanding. Staff provide a combination of adult and child led activities so that children can identify and pursue their interests and extend their knowledge and understanding of the world. They provide personalised activities for pupils so that they learn to communicate effectively and develop their understanding of number.
21. Teachers in the early years make effective use of ongoing and baseline assessment to track children's progress and identify gaps in their learning. As a result, children achieve good levels of development in all curriculum areas. Information about children's attainment and learning needs is shared with Year 1 teachers so that children continue to make good progress when they move to their next class.
22. Leaders monitor the quality of teaching and pupils' progress through regular scrutiny of work and lessons. They make effective use of assessment data to identify the needs of individuals and larger groups of pupils.
23. Pupils who speak English as an additional language make good progress in response to additional support in class, which is given when required. However, the planning of personalised strategies to support them in developing their English language skills based on their individual needs is in its earliest stages.
24. Teachers inform pupils of the specific learning goals for each lesson. Pupils are acutely aware of these and routinely assess their own success in achieving them, which enables them to improve their work further. Teachers' marking and verbal feedback helps pupils to make progress by affirming their understanding and providing clear targets for future work.
25. Teachers throughout the school have good subject knowledge. They plan lessons well, tailoring activities and resources to suit each pupil so that all are able to make good progress. Teachers manage time effectively in lessons and ensure pupils' positive behaviour so that pupils are engaged in their learning and acquire new skills and knowledge. Teachers are quick to identify pupils who are ready to work at a higher level and provide opportunities for them to do so. As a result of these measures, pupils are well prepared for their progress through the school and into the wider world. They are successful in national curriculum tests and in gaining places to selective senior schools.

26. Subject leaders undertake regular review of schemes of work in response to their analysis of assessment information. They adapt the curriculum accordingly and identify activities which enable pupils to make connections between different subjects. Teachers provide activities which are effectively designed to enable pupils to develop sophisticated skills of analysis and investigation. As a result, pupils establish their skills and knowledge to a high level.
27. Pupils demonstrate advanced skills and understanding in mathematics and literacy. They develop a mature understanding of historical and geographical themes alongside advanced skills and knowledge in scientific topics. Pupils produce imaginative and skilled results in creative and technological subjects. They develop their modern foreign language skills well through the provision of specialist teaching in both Arabic and Urdu.

### **The extent to which the school meets Standards relating to the quality of education, training and recreation**

- 28. All the relevant Standards are met.**



## Section 3: Pupils' physical and mental health and emotional wellbeing

29. A culture of respect towards others permeates the school so that pupils are confident and have a clear understanding of their strengths. Pupils of all ages understand the importance of perseverance. Children in the early years are confident to try new activities and show patience when waiting their turn in activities. Older pupils take pride in overcoming challenges and in helping others both in and outside the classroom.
30. Children in the early years are assigned a key person who maintains a close relationship with them and their families. They quickly become confident when joining the setting due to the positive and supportive guidance provided and the shared understanding of their needs between home and school.
31. Leaders plan the PSHE curriculum with reference to the school aims. This is delivered effectively by class teachers so that pupils acquire a deep understanding of the importance of respect for others. The curriculum develops pupils' ability to recognise and respond to their own and other's emotions and to deal with moments of anxiety. Pupils are confident to share their thoughts in an environment where they feel well known and respected.
32. The PSHE scheme of work includes suitable content on relationships education following consultation with parents, pupils and staff. Pupils understand the features of healthy relationships and how to maintain these themselves. They appreciate their teachers putting them at ease when learning about how their relationships with others are likely to change as they grow older.
33. Pupils' spiritual awareness develops alongside their personal and social attributes, through daily prayer times and the study of their own and other faiths. Pupils learn effectively about diverse faiths through the religious studies (RE) curriculum and develop an informed respect for these. Pupils acquire a deep understanding of the Muslim faith through Islamic studies lessons, which provide opportunities for spiritual reflection alongside a knowledge of the historical background of the faith.
34. Leaders implement effective strategies to promote positive behaviour and prevent bullying. Staff implement these consistently, including the fair application of rewards and sanctions within the school policy of praising in public and reprimanding in private. Children in the early years begin to regulate their own behaviour with the support and guidance of the adults around them. Older pupils explain rules and expectations knowledgeably. They are diligent in adhering to these so that behaviour infringements are rare and are swiftly and effectively dealt with.
35. Pupils acquire a secure understanding of the importance of maintaining a healthy lifestyle in PSHE and science lessons. Children in the early years develop their physical skills through the use of climbing and other equipment in the outdoor areas. They acquire confidence in the use of different tools and smaller resources in focused activities throughout the day. A suitable curriculum for physical education is delivered to pupils of all ages alongside a range of extra-curricular activities, which includes a physical option each day. Pupils develop their skills in team and individual sports, and they understand that it is equally important to maintain good mental health through relaxation and sharing their worries with others.

36. Leaders implement thorough and systematic procedures to ensure the safety of the pupils, including in relation to the management of potential risks from fire. Suitable arrangements are in place to maintain the premises to ensure they are appropriate for the needs of the pupils. Leaders have established effective systems to manage the use of facilities which are shared with the senior school.
37. Appropriate accommodation is available for the treatment of pupils with illnesses or injuries. Staff are suitably trained to deliver first aid and medication, including for children in the early years setting, and parents are informed of injuries when they occur.
38. Leaders allocate sufficient numbers of suitably qualified adults to supervise pupils effectively throughout the school day. Appropriate ratios of staff to children are maintained in the early years setting.
39. Admissions and attendance registers are kept as required. Leaders are diligent in monitoring attendance and encouraging parents to ensure their children attend school regularly. They report any pupils who join or leave the school at non-standard times to the local authority as required by current statutory guidance.

### **The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing**

- 40. All the relevant Standards are met.**

## Section 4: Pupils' social and economic education and contribution to society

41. Leaders promote the values inherent in British society and those which are key to the Muslim faith alongside each other through the carefully constructed PSHE curriculum. As a result, pupils develop a deep awareness of the importance of these and understand how they are intertwined. Teachers deliver PSHE effectively in dedicated lessons which help to prepare pupils to take their place in British society.
42. Leaders promote the school ethos effectively so that mutual respect and tolerance for those of diverse cultures is deeply embedded in the school and understood by pupils. Pupils confidently describe key features of the cultures that represent life in Britain alongside an understanding of how people live in countries which are further afield. Pupils have a mature appreciation, rooted in their own faith, of the importance of treating all people equally, including those of different genders and abilities. This is fostered through the inclusion of activities in the curriculum which teach pupils about the importance of equality and fairness. Pupils' understanding of how such principles may be implemented is heightened by the example set by adults throughout the school, input in assemblies and dedicated events throughout the year.
43. Pupils have a mature understanding of the importance of human rights due to leaders' active promotion of these, which has resulted in the school gaining UNICEF accreditation. Teachers help pupils to understand what these are and how to promote them in school through displays, rewards and regular incorporation of specific rights into learning and other activities. Pupils talk confidently about rights and refer to them in their work, such as when considering migrants' rights as part of their history topic on journeys.
44. Leaders help pupils to acquire a clear appreciation of right and wrong through PSHE lessons in which they learn about the importance of laws and fairness. Leaders enable pupils to put their learning into practice by involving them in the drawing up of school rules. These include decisions about which items may be brought in from home as well as class charters, which are based around human rights. As a result, pupils have a well-developed awareness of the importance of rules and laws in their school and wider society and of the differences between them. They have a clear sense of fairness alongside a readiness to take responsibility for their own behaviour and an understanding that they are free to make decisions of their own.
45. Pupils have an active knowledge of the democratic process and of public services and institutions, developed through learning about the system of government in modern Britain. They engage in the democratic process themselves through voting for pupils to positions of responsibility in school. Pupils contribute to their school community from an early age through roles which range from eco-warriors and ambassadors to prefects and playground helpers. They make positive contributions to the lives of others in the local community through regular activities such as litter picking. Pupils contribute to the wider community through charitable fundraising, which they are encouraged to initiate themselves.
46. Pupils develop an economic awareness through the curriculum and opportunities to run stalls and fundraising events. Children in the early years engage in shopping role play activities, whilst older pupils learn about the impact of debt in Islamic studies lessons. Pupil ambassadors have researched the cost of playground equipment when planning improvements with school leaders. The oldest

pupils acquire an advanced understanding of the impact of costs on production when putting their well-developed mathematical skills to good use in an enterprise project. This involves researching different purchasing options, working out costs and profit margins for a small business and consideration of additional factors such as packaging when making decisions about price.

47. Children in the early years make positive attachments with adults in the setting and are well supported in their interactions with others. As a result, they learn to make friends and take turns when playing alongside their peers. Children show their awareness of the feelings of others through voluntarily sharing resources and inviting others to join their games. They develop an early understanding of the world around them through topics centred on different countries and the natural world. Staff encourage children to understand how they can look after their world through the careful use of resources. Children begin to learn about the society they live in through visits from professionals who help others, such as nurses and dentists.

### **The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society**

- 48. All the relevant Standards are met.**

## Safeguarding

49. Leaders have drawn up a suitable safeguarding policy and supporting documentation which pay due regard to statutory guidance. They are diligent in ensuring pupils know who they can talk to should they have any worries. As a result, pupils feel safe in school and concerns about their welfare are addressed swiftly and effectively.
50. Governors maintain oversight of safeguarding through regular meetings with leaders and an annual review of safeguarding policy and practice. However, this has not been sufficiently robust to enable the identification of the school's failure to liaise with external agencies with regard to concerns about staff when required.
51. Staff, leaders with safeguarding responsibilities and governors are suitably trained. Leaders provide regular updates including on matters such as the prevention of radicalisation and online safety. Staff understand the importance of the staff code of conduct and the need to report concerns about the behaviour of adults working in the school. When these arise, leaders take appropriate action in response, including the mitigation of risk to pupils. A record of low-level concerns was drawn up during the inspection to record these. However, leaders have not always recorded concerns and allegations about adults in line with current statutory guidance or reported these to external agencies when appropriate.
52. Staff understand how and when to report concerns about pupils. Leaders manage such concerns appropriately, including in liaison with external agencies. Adults in the early years setting have a clear understanding of the safeguarding needs of the children in their care. They understand the reporting lines within the setting and implement the school's policy for the use of mobile devices.
53. Pupils learn about how to stay safe, including when they are online, through PSHE and computing lessons. They are confident that there are adults in school with whom they can share concerns as well as opportunities to do so anonymously and in writing. The trustees have ensured the provision and implementation of a suitable system for filtering and monitoring pupils' use of the internet when they are in school.
54. Leaders carry out the necessary pre-employment checks on adults before they take up their appointments to confirm their suitability to work with children. These are recorded accurately in a single central record of appointments and evidence is retained as required.

### The extent to which the school meets Standards relating to safeguarding

55. Standards are not met consistently with respect to the implementation of safeguarding procedures in line with statutory guidance.
- 56. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

## Schedule of unmet Standards

### Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.
ISSR Part 7, paragraph 33	The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which –
33(j)	provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and –
33(j)(i)	whether they are resolved following a formal procedure, or proceed to a panel hearing; and
33(j)(ii)	(ii) action taken by the school as a result of those complaints (regardless of whether they are upheld)
EYFS 3.83	Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers, and must keep a written record of any complaints, and their outcome.

### Safeguarding

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.
EYFS 3.5	Providers must have and implement policies and procedures to keep children safe and meet EYFS requirements. Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Where providers are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing. Policies and procedures should be in line with the guidance

	and procedures of the relevant LSP
EYFS 3.7	If providers have concerns about children's safety or welfare, they must immediately notify their local authority children's social care team, in line with local reporting procedures, and, in emergencies, the police. Providers must also take into account the government's statutory guidance 'Working Together to Safeguard Children' and 'Prevent duty guidance for England and Wales'. All schools are required to have regard to the government's statutory guidance 'Keeping Children Safe in Education', and other childcare providers may also find it helpful to read this guidance.

## School details

<b>School</b>	Manchester Muslim Preparatory School
<b>Department for Education number</b>	352/6041
<b>Registered charity number</b>	1073862
<b>Address</b>	Manchester Muslim Preparatory School 141 Barlow Moor Road West Didsbury Manchester Lancs M20 2PQ
<b>Phone number</b>	0161 445 5452
<b>Email address</b>	admin@mmps.miet.uk
<b>Website</b>	www.mmps.miet.uk
<b>Proprietor</b>	Manchester Islamic Educational Trust Ltd
<b>Chair</b>	Mr Farroukh Zaheer
<b>Executive headteacher</b>	Mrs Mona Mohamed
<b>Headteacher</b>	Mrs Doris Ghafari-Kanno
<b>Age range</b>	3 to 11
<b>Number of pupils</b>	176
<b>Date of previous inspection</b>	6 to 8 February 2018



## Information about the school

57. Manchester Muslim Preparatory School is a co-educational day school situated in the West Didsbury area of Manchester. It is one of three schools in the Manchester Islamic Educational Trust, alongside the Kassim Darwish Grammar School for Boys and the Manchester Islamic Grammar School for Girls. The schools have a common board of trustees and are overseen by Trust sub-committees. The school opened in 1993 and moved to its current premises in January 2024, sharing these with the Manchester Islamic Grammar School for Girls. The headteacher took up her post in September 2020.
58. There are 45 children in the early years in one Nursery class and one Reception class.
59. The school has identified 14 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
60. English is an additional language for 116 pupils, of whom 13 require support for their English.
61. The school states its aims are to enable pupils to develop their full potential and confidence in their identity as young British Muslims. It seeks to encourage academic excellence and high standards of behaviour in its pupils and to equip them with the skills they need to face the challenges of the changing modern world.

## Inspection details

### Inspection dates

11 to 13 June 2024

62. A team of three inspectors visited the school for two and a half days.

63. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other trustees
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

64. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

65. The school was previously inspected by Ofsted. This is the first inspection of the school by ISI.

**How are association independent schools in England inspected?**

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **[www.isi.net](http://www.isi.net)**.

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For more information, please visit [isi.net](http://isi.net)