

SCHOOL INSPECTION SERVICE

Independent professional inspection of schools affiliated to the Focus Learning Trust, schools accredited as members of the Steiner Waldorf Schools Fellowship, and those schools belonging to the Cognita Group which are not members of the Independent Schools Council and its constituent associations

INSPECTION REPORT

**INSPECTION CARRIED OUT ACCORDING TO
SECTION 109(1) AND (2) OF
THE EDUCATION AND SKILLS ACT 2008**

Name of school:	North Bridge House Senior School
DfE number:	202/6269
Inspection team:	Reporting Inspector: Tony Hubbard Supporting Inspector/s: Elisabeth Linley Andrew Rickett
Dates of inspection:	9-11 June 2015

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SCHOOL DETAILS

Name of school:	North Bridge House Senior School
Address of school:	65 Rosslyn Hill London NW3 5UD
Telephone number:	020 7267 6266
Email address:	seniorschool@northbridgehouse.com
Proprietor:	Cognita Ltd
Head Teacher:	Georgina Masefield
DfE number:	202/6269
Type of school:	Independent school
Age range of pupils and students:	11-16
Gender of pupils:	Male and female
Total number on roll: (Full-time)	Boys: 205 Girls: 111
Number of pupils with statements of special educational need:	Boys: 0 Girls: 0
Annual fees:	£15,615
Type of inspection:	Section 109(1) and (2) of the Education and Skills Act 2008
Inspection Team: Reporting Inspector:	Tony Hubbard
Supporting Inspector(s):	Elisabeth Linley Andrew Rickett
Dates of inspection:	9-11 June 2015

SECTION A: INTRODUCTION AND SUMMARY

Purpose and scope of the inspection:

This inspection was carried out by the School Inspection Service (SIS) in accordance with Section 109(1) and (2) of the Education and Skills Act 2008, and it follows the inspection framework laid down by SIS and the Cognita Group and agreed with the Department for Education (DfE). It was conducted by independent professional inspectors, who looked at all aspects of the school's provision as required by the current regulations.

Information about the school:

North Bridge House (NBH) Senior School is an independent day school for boys and girls between the ages of eleven and sixteen. It was opened in 1987 in premises close to Regent's Park and was subsequently acquired by the Cognita Group. In 2012 it moved to its present refurbished premises in Hampstead, in north London. The school is non-denominational and does not include religious education as a subject. It aims to recognise and nurture the individual personality and talent of each student and so to enable all students to attain their personal and academic potential.

NBH Senior School is one of a portfolio of five NBH schools, providing education for students from three to eighteen years of age. The school is overseen by an Education Executive from Cognita. Its head teacher was appointed in April 2013.

At the time of the inspection, the school had significantly increased in number from 200 in September 2010 to 316 in a ratio of 2:1, boys to girls. It admits students from NBH Preparatory School as well as from other independent and maintained schools locally. It conducts assessments of applicants' numeracy and literacy and takes account of prior attainment to ensure that students can benefit from the education and support provided but does not select by ability. Its own students continue into the sixth form of NBH Senior School and Sixth Form, which opened in 2014 in Canonbury, or to other independent and maintained schools in London. At the time of the inspection no student had a statement of special educational need. The school had identified 62 students with some level of special educational need or disability (SEND) and 26 as able, gifted and talented students. A very small number of students have English as an additional language (EAL).

The school was last inspected in September 2010 and met all the regulatory requirements.

Summary of main findings:

North Bridge House Senior School provides a good education, which has many excellent features and is continuing to develop and improve. Its curriculum is of outstanding quality. It is exceptionally broad, integrated and well enriched to provide many opportunities for all students to grow into well-educated, rounded individuals, ready for the next stage of their lives. The quality of teaching is mostly good and often excellent. It is almost always well planned and well organised to engage students of all abilities and enable them to make at least good and often outstanding progress. The high standards evident in many classes are not consistently evident in students' written work and the marking is variable between subjects and in some

cases it is limited. Students' spiritual, moral, social and cultural development is outstanding because all teaching and non-teaching staff are committed to their students' personal development. The school's pastoral care of students is outstanding. Students are almost always extremely well behaved and show an intelligent grasp of the world and their place and responsibilities in it. The school ensures that students learn to respect different faiths and cultures, and observe the rule of law. The provision for students' welfare, health and safety is good and the systems for safeguarding and for safer recruitment are robust. The implementation of risk assessment is not yet securely embedded in the practice of all departments. The strengths of the school are the product of good leadership and management with some outstanding qualities. The school has maintained the strengths noted at the last inspection and is making good progress in improving teaching and learning. It treats compliance as a key priority and has successfully ensured that all the regulations are met.

What the school does well:

- the provision of enrichment lessons for all students makes an extremely well-planned and delivered contribution to their learning and development;
- the provision of support for students with SEND is very effective;
- the school is successful in developing consistent quality in pastoral care and personal development;
- the management is responsive to the needs of students and the wishes of parents;
- the Attitude to Learning system is an excellent innovation, which has helped students take greater responsibility for their own learning; and
- the educational premises, facilities and resources are used well and make an important contribution to the students' progress and development.

What the school must do to comply with the regulations:

The school complies with all the regulations.

What the school must do to comply with the Equality Act 2010:

The school complies with the Equality Act.

Next Steps:

While not required by the regulations, the school might wish to consider the following:

- Further improve students' progress by ensuring that all staff mark and return work promptly and in a way that makes students aware of how they can improve and develop further.

- To that end, give more weight to the scrutiny of students' work in performance management.
- Continue to develop the roles of middle management.
- Ensure that health and safety procedures are always followed in practical activities and that students always show awareness of their importance.

SECTION B: COMPLIANCE WITH REGULATIONS FOR REGISTRATION

PART 1 - The quality of education provided by the school

The quality of the curriculum

The curriculum is outstanding and it successfully achieves the school's aims to foster a love of learning and an independent spirit of enquiry. It combines a very broad formal curriculum with innovative opportunities that enhance students' learning beyond the classroom. As a result, students receive a rounded education, which is rich in experiences that develop their aesthetic, creative and personal abilities. These enriching activities provide high-quality opportunities for students to reflect and to make a significant contribution to the acquisition of linguistic skills that help them express their views and ideas with confidence and in considerable depth. Students leave the school with the ability to use this breadth of experience and what they have learnt to support their development and well-being in the future. The school makes sure that its curriculum is adapted to the particular talents and needs of individuals. This was evident, for example, in some highly original work of great quality in textile design and in the effectiveness of learning support tailored to meet specific needs.

The curriculum offers a solid core of academic subjects that focus on English and mathematics. Students have a wide range of opportunities throughout the curriculum to engage in a wide variety of writing styles and to develop their speaking and listening skills. Mental mathematics sessions support the regular lessons and enable students to use their knowledge and understanding of basic number work to tackle more challenging problem solving. The provision for core subjects is complemented by a broad range of humanities subjects and the opportunity to study an extensive range of foreign languages, which includes French, German, Spanish and Latin. Opportunities for students to study creative subjects are excellent with high quality provision in subjects such as music, textiles and design and technology. For example, students responded with enthusiasm to the opportunity to study musical theatre in Year 8.

An exceptional aspect of the curriculum is the high quality of enrichment experiences and the wide range of extra-curricular activities that are an integral part of the students' learning and which complement the formal curriculum. In the weekly enrichment lesson, all students choose from 22 topics, ranging among debating, photography, horticulture, structural engineering, sports leaders and many besides. All these lessons are carefully planned to provide a clear focus on developing skills that students can apply in the rest of their learning and development, and this was evident in all the enrichment lessons observed. Whether acquiring the skills to plan and deliver a coherent debate or learning about botany from growing vegetables in the allotment, students are given time to explore new areas of learning that widen their appreciation of others and the world in which they live. The number of extra-curricular clubs offered both before and after school is high and response for these activities from students has increased significantly particularly in this academic year. Students have many opportunities to represent their school in competitive sports, and in some sports, such as football, there are as many as four teams per year group.

The curriculum is continually under review and constantly developing to meet the needs of students. For example, extra time has been allocated for English and mathematics so that the school can prepare students for the introduction of new GCSEs in 2017. The rewriting of schemes of work for English and mathematics in September 2014 for Year 9 students places more emphasis on gaining an in-depth understanding of the unit being studied. There are greater expectations of learning outcomes through greater challenge from more demanding tasks. The introduction of setting from Year 8 in English and mathematics has enhanced teachers' ability to teach these subjects at levels appropriate for the ability range, which is leading to greater levels of progress by students.

Although the school is non-denominational and does not teach religious education as a subject, students learn effectively about a range of different faiths in assembly and through trips and visits. The curriculum provides students other opportunities to learn about and develop an appreciation and respect for a range of cultures both in modern Britain and around the world. The school has developed a greater range of opportunities for students to learn about world religions through trips and visits and visitors to the school. The new personal, social, health and economic education (PSHEE) curriculum has a strong emphasis on developing the whole person through opportunities to explore personal, emotional and social themes that are relevant to their own lives both within school and beyond. It includes suitable elements of economic education, particularly in Year 10, where the 'World of Work' sessions offer live interview sessions.

The opening of a new sports hall has significantly improved the quality of physical education (PE) and games that the school offers. Students are enthusiastic about the opportunities to have regular time to use the sports facilities to learn how to play games and improve their physical skills.

The school's approach to meeting the needs of students with learning difficulties places the individual child at the centre of its provision. It is very effective and well organised. More robust systems are now in place to ensure that students with special needs are identified at an early stage through assessment based on clear criteria. The development of individual learning programmes that specify the support needed, and the strategies required to provide it, are written in language that has been agreed with each student and therefore accessible to them. Support for students with special needs is proportionate to the level of their need and is now carried out as much as possible in the classroom. This places a greater onus on class teachers to be involved in being part of the solution to supporting students. Students who need more personal support out of the classroom have detailed plans that identify key steps to help them move forward. The learning support coordinator has been central to a changing approach to how learning needs are addressed in a more effective way. The school has identified students who are gifted or talented and teachers cater well for their needs within classroom provision.

Good transitional arrangements are established for students joining the school in Year 7 with close liaison between the school and feeder schools. Students in Year 10 are effectively helped with the next stage of their education through the broadly based and impartial World of Work sessions, supplemented by work experience. Year 11 students spoke positively about the opportunities they have to learn about careers and future studies.

The quality of teaching and assessment

The quality of teaching is good overall. The majority of lessons observed were of good quality and enabled students to make good progress; many of these were excellent. Examples of excellent teaching and students' achievement, and of good lessons with excellent features were observed in lessons across the arts, humanities and sciences. In a small minority of lessons teaching was satisfactory or unsatisfactory.

Teachers are well qualified both academically and professionally and have a good understanding of their subject and how it is taught. The planning is generally thorough and teachers almost always organise their lessons effectively to enable all students to learn. Good and skilful use is made of the school's high-quality facilities and resources, including information technology, to support students' learning. Lessons are well differentiated, and often teachers include support or extension so that they cater effectively for the needs or talents of specifically named individual students, so that each can make progress at a good pace. This was evident in a science lesson, in which one student needed and received little reminders, while another was seated with a more able pupil for that lesson, while individual extension was available for five identified as particularly quick and able, so that the progress of all pupils matched their potential. The great majority of lessons are conducted at a pace nicely adapted to the nature of the subject and with an enthusiasm, which stimulates students to concentrate and do their best. Mathematics lessons for the more able groups of students are conducted with energising pace and momentum, while in the literary and aesthetic subjects a good balance is struck to ensure that students have time to devote reflection and care to their work. Links between the subjects being taught and either other subjects or the outside world are frequently made in ways that give learning relevance. This is one of many examples of how leadership has been successful in implementing an educational and teaching priority.

In the best lessons, teachers are able to inspire their students to think for themselves, take risks and learn from their own mistakes. In a science lesson on the human skeleton, students in Year 7 responded eagerly to the pace and high expectations of the teaching, and, in their paired discussions, showed a rapidly developing understanding of the function and composition of different bones with a depth stimulated by the care with which the teacher challenged them to offer explanations. In a geography lesson for Year 8, students came to grips with earth tectonics in the topical context of the earthquake in Nepal, showing a command of wide technical vocabulary and an ability to work together to work on solutions to the human tragedy involved, which brought together their academic and social education. It is a special strength of the enrichment lessons that they are consistently well planned and highly purposeful in a way that supports students' learning and creates links and pathways across the curriculum and areas of personal development. In a very small number of cases where the quality fell below the high standards of the school's aims for school improvement, the pace was slower than in other lessons and students' concentration and behaviour were not effectively managed.

Students pay attention and show interest in their work in the great majority of lessons. They work hard individually and collaborate well with one another. Teachers take care to observe the progress of their students, checking their understanding with well-chosen questions or quick tests. In the best examples, they are not satisfied with a correct answer but probe more deeply into their

understanding by asking students to explain their answers. As a result, students are attentive and often eager to learn.

Students are articulate. They read with sensitivity and are able to write clearly and effectively. However, the quality and presentation of what they write is not consistent. Students are highly numerate and apply their mathematics well to a range of subjects, so that standards in mathematics are particularly high. Students are adept users of information technology. Homework is regularly set, but students told inspectors that it is not always returned promptly and that they sometimes wait for a week or at times three or four weeks; sometimes it is not marked. Marking in the samples of students' work scrutinised is similarly variable and does not regularly give clear guidance about what they have achieved and how they can improve or go further, as recommended at the last inspection.

The use of regular formal assessment to track students' progress is highly developed and the school is constantly looking for ways to improve its systems. The data is frequently monitored and reviewed by management and staff, and this is effective in helping students move forward, and there is clear evidence that helpful interventions are made when students are seen to fall behind their targets. Clear targets for improvement are set and students know what they are and take them seriously. As a result, most students make good and in some cases excellent progress over time, although there are notable differences in attainment between, for example, progress in English and mathematics. The introduction of Attitude to Learning framework and its adaptation, in the light of students' comments, to include student self-assessment, has helped students to take greater responsibility for their learning. Students achieve well at the end of Key Stage 4, with 80% achieving five or more grade C passes at GCSE, including English and mathematics. On the basis of the commercial value-added scheme and analysis used by the school, overall standards are at least in line with expectations in most subjects and in several attain above the level expected for their ages and abilities.

Does the school meet the requirements for registration?

Yes.

PART 2 - The spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of students is outstanding. It is developed through an excellent curriculum, an outstanding range of enrichment activities and through the topics and themes that are explored during assemblies. Through such activities students develop a deeper understanding of their own and others' faiths and cultures; they are actively encouraged to develop tolerance, awareness and empathy. This was seen in a history lesson when, with great sensitivity, students considered persecution of Jewish people during the Holocaust and the suffering and terror experienced by its victims. The awareness of the diversity of ethnicity and faith among the student population itself, encouraged and guided by the teaching, has led to a tolerant respect for other faiths and cultures throughout the school community. The school enables students to empathise and understand the world around them, to develop their opinions, weigh up arguments and come freely to their own conclusions. In discussion with different groups of students, they confirmed that through the curriculum and in PSHEE and assemblies, current affairs and controversial events abroad are considered with sensitivity and with no partisan or political bias.

Students are fully aware of the importance of democracy in British society. This was explored during a history lesson on the relevance of the Magna Carta to society today. Current affairs are used very well: for example, during the recent general election campaign, the school became a microcosm of Britain with different classes voting as constituencies. While considering the concept of 'free speech', students are equally aware that all citizens living in Britain are subject to the rule of law. Visitors to school, such as the police, help to reinforce this understanding. Scrupulous care is taken to protect students from all forms of political or religious indoctrination or radicalisation.

The students' behaviour is generally excellent and they show a strong understanding of right and wrong, and of the importance of fair play. The school has a clear strategy for embedding values such as self-belief, courage, perseverance and self-reliance through, for example, the wide variety of extra-curricular activities and enrichment lessons. The students' commitment to the activities highlights the values that the school seeks to promote. For example, students in the sports leadership programme, designed to help schools in the community, commit themselves for a year to this activity. Other students support younger readers in local primary schools and these, as well as other clubs such as engineering, circus school, classics, 3D design, and current affairs and ethics, not only challenge students in their perseverance but celebrate their personal skills and abilities.

The school provides many opportunities for students of all ages to undertake responsibilities and make a contribution. Their points of view are well represented through a range of different forums, such as the house system, the positions of head boy and head girl, committees and form representative groups. Students willingly take on additional responsibilities in school. Older students spoke with confidence of their role as prefects. They are proud of how, with support, they have organised their own work experience and how, through school events, they raise money for charities on their own initiative. The 'Big Brother Big Sister' initiative, where Year 7 students are mentored by those moving from Year 10 into Year 11, was described as being particularly rewarding. The school council, to which class representatives in all years are elected, shows a keen sense of the democratic and committee procedures at the heart of British Institutions of government. This has been re-enforced by the close following of the Scottish referendum and the general election. Students point with pride to the way in which they have been able to persuade the management to accept student proposals for more bins in the playground, for example, and an 'air gym'. There are many examples of opportunities for students to have contact with communities further afield. A variety of sporting and other events, involving contact with Cognita schools both in the UK and in Europe. Students have the opportunity to help with reading in a neighbouring primary school. They engage in volunteering for local charities and charity shops as part of their Duke of Edinburgh award scheme. The school has recognised potential for further development in its local contacts.

Students also spoke positively about their visits to places of interest. Visits within London, for example, to Sadler's Wells, The British Library, The Jewish Museum, The Victoria and Albert Museum, and the students' involvement in musical activities within the local community of Camden, extend and develop their aesthetic appreciation and creativity which are important outcomes of the school's curriculum.

The staff have benefitted from in-school training on the provision for students' spiritual, moral, social and cultural development. A comprehensive audit across the

curriculum has been carried out which exemplifies effective practice in different subjects and the impact that has been seen as a result. The audit has been analysed and leaders are aware of the next steps required. This awareness is already paying dividends as observed during the inspection in a variety of lessons and subjects.

Does the school meet the requirements for registration?

Yes.

PART 3 - The welfare, health and safety of pupils

The quality of the welfare, health and safety is good overall and is in some respects outstanding. The school has comprehensive and effective procedures for safeguarding its students, as well as strong systems to support their day-to-day pastoral care. Its systems for health and safety are comprehensive and rigorously implemented in most respects. The arrangements for ensuring that safety procedures are followed in practical lessons, although reinforced by suitable training, are not fully secured in all departments. The school's provision for pastoral care is successfully fused with its provision for students' academic and personal development.

The school places high importance on safeguarding students' welfare. Safeguarding and child protection procedures take full account of the latest guidance. All staff have received training in safeguarding at the appropriate level and receive refresher training at regular intervals that exceed the requirements. Staff are aware of the latest requirements and have a good understanding of child protection processes. The school takes particular care that all newly appointed staff are fully inducted into all aspects of safeguarding and understand the school's procedures and their own professional responsibilities. The designated and the deputy safeguarding leads are senior members of staff in the school and have undertaken training at the higher level, including multi-agency working. They have a thorough knowledge and understanding of safeguarding matters and the procedures to take if there are concerns. The school has good links with local authorities and other external agencies.

The school has strengthened management support for pastoral care for students through the appointment of a pastoral deputy, who oversees and supports the structure of form tutors, reporting to heads of year. The regular meetings between heads of year and form tutors feed into meetings with the pastoral deputy and other senior leaders so that there is a strong focus on identifying all students causing concern and providing the best possible support for their learning and well-being. This is supplemented by an independent professional counsellor, who can meet with any students on a suitably confidential basis. Students say that they feel safe in school and their behaviour generally is excellent. Despite all these arrangements, some students told inspectors that they felt that the school does not listen to them enough. Inspectors found that there are good mechanisms for seeking students' views, through the school council and student surveys. However, there were sufficient concerns on the part of students, with regard to the variable return of written work and the perception of excessive detention, that support further action by the school.

Students have a good understanding of how to look after their own safety and have been made aware of issues surrounding e-safety and staying safe online. They know about different forms of cyber-bullying and the appropriate actions to take should this be a concern to them. The PSHEE programme, as well as assemblies and visits from the police, contribute to their good understanding. There is a clear anti-bullying policy and the school works hard and effectively to ensure that students understand what bullying is and how to deal with it. Through regular anti-bullying weeks, assemblies and lessons, students learn about and have opportunities to discuss bullying, and tell inspectors that it is not a significant problem and that staff deal with it effectively when it arises.

The school keeps an appropriate record of incidents of misbehaviour and the sanctions applied. The introduction of Attitude for Learning target cards is making a positive difference in supporting students in how they approach their learning and in managing and organising their day.

The health and safety policy is comprehensive and implemented effectively, ensuring students' safety both in school and off-site. Risk assessments are thorough and cover all areas of school premises, including science preparation rooms; however, risk assessments are not always sufficiently rigorously implemented in practical lessons. Arrangements for fire safety are excellent. Staff have been trained in fire safety and regular checks to equipment and alarms, as well as regular fire drills, mean that staff and students can evacuate the building in good time. First-aid boxes are well stocked and readily available around the school. All staff have received emergency first-aid training and a first aider is always available on site and accompanies school trips. Emergency action in the event of any allergic reaction is well drilled.

Registers are taken electronically twice each day and any late arrivals or absences are closely monitored and followed up. Students learn how to stay fit and keep healthy through assemblies, lessons in PSHEE, science and PE, including a host of sporting teams. The school serves well-cooked, healthy lunches that always have a vegetarian and salad option.

Does the school meet the requirements for registration?

Yes.

PART 4 - Suitability of the staff, supply staff and proprietors

The school has robust systems for carrying out the required background checks regarding staff appointments, and implements them rigorously. All required checks including the more recent one on prohibition orders have been conducted and all the necessary details are entered into school's single central register (SCR). The school's own cover sheets include additional information, such as confirmation that there were no significant gaps between previous employments and that any such gaps had been satisfactorily explained. Risk assessments are carried out in any case of doubt or of delay in the arrival of information. The proprietor carries out frequent audits of the SCR and ensures that any necessary clerical error is corrected immediately.

Does the school meet the requirements for registration?

Yes.

PART 5 - Suitability of the premises and accommodation

The premises have been fully refurbished to an exacting standard. As a result, the accommodation provides an excellent environment for learning and meets requirements in all respects. The medical room and washrooms meet requirements, and appropriate showering facilities are located in the main building. In addition to its science and computer laboratories, and well-equipped rooms for art, music, resistant materials, food technology, textiles, ceramics, photography and music, the school provides a media suite, a drama studio, a well-equipped library, and a substantial auditorium. The school's newly-built sports' hall provides very well for a range of different sporting activities. The exterior grounds have been well developed to afford ample space for exercise and relaxation, as well an 'air gym', in response to a suggestion from students, and a school allotment. The maintenance and upkeep of the buildings and grounds are of a high standard.

Does the school meet the requirements for registration?

Yes.

PART 6 - The quality of information for parents

The school provides an extensive range of information for parents and prospective parents both directly and through its website. The school is aware that the website currently makes it difficult for parents and prospective parents to distinguish between information about NBH Senior School information about the NBH group as a whole or even about other individual NBH schools. The management is aware of this and has taken account of parental feedback in its plans in place to address this. The links with parents are developing rapidly. The school is energetically extending the range of activities to include parents in the social and educational life of the school. Parents of students in all years have parents' evenings either twice or three times a year and receive interim grades every half term. The full reports are well written and informative. The response of parents to the pre-inspection survey was generally positive, particularly in relation to students' progress and the information they receive about it. A significant minority did not agree that the homework set was appropriate, and this has been commented on in the section on teaching and learning.

Does the school meet the requirements for registration?

Yes.

PART 7 - The effectiveness of the school's complaints procedure

The school's complaints policy and procedures are comprehensive and implementation of these procedures is rigorous and recorded appropriately. No complaints that have proceeded to the formal stage have been received during the last 12 months.

Does the school meet the requirements for registration?

Yes.

PART 8 - The quality and effectiveness of leadership in and management of schools

The school is well led and managed. Senior leadership is strong. It has high ambitions for the success and welfare of all its students, which it pursues with energy. At the same time it demonstrates a realistic understanding of its areas for improvement and so is following clear and well-communicated strategic development and school improvement plans, backed by a clear system of financial planning and management. Administration is efficient. Responsibilities are well understood and appropriately carried out, and the roles of some areas of middle management, such as the role of overseeing the effectiveness of all aspects of teaching and learning, are still being developed. The school's performance management scheme is a particularly strong feature, because it involves the evaluation of every area of the school's work and is linked closely to the professional development of staff. For example, the strength of students' personal development is the result not just of teachers' commitment but also of the fact that it is closely evaluated and supported by staff training. Because of the inconsistency in the quality and frequency of marking found in this inspection, it is clear that the systems have not been giving enough weight to the scrutiny of students' work. The school takes meticulous care about the safety and welfare of all its students and staff. However, these safety procedures are not yet fully embedded in the practice of all departments. The most impressive aspect of the school's leadership is its otherwise comprehensive and integrated vision for the students' education and well-being.

Does the school meet the requirements for registration?

Yes.

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools belonging to the Cognita Group which are not members of the Independent Schools Council and its constituent associations. Further copies of the report are available from the School Inspection Service website: www.schoolinspectionsservice.co.uk