



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Pitsford School**

**November 2022**

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## School's Details

<b>School</b>	Pitsford School			
<b>DfE number</b>	941/6064			
<b>Registered charity number</b>	298910			
<b>Address</b>	Pitsford School Pitsford Hall Moulton Lane Pitsford Northamptonshire NJ6 9AX			
<b>Telephone number</b>	01604 880396			
<b>Email address</b>	office@pitsfordschool.com			
<b>Headteacher</b>	Dr Craig Walker			
<b>Chair of governors</b>	Mr Alisdair Tait			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	262			
	<b>EYFS</b>	11	<b>Juniors</b>	69
	<b>Seniors</b>	150	<b>Sixth Form</b>	32
<b>Inspection dates</b>	15 to 17 November 2022			

## **1. Background Information**

### **About the school**

- 1.1 Pitsford School is a co-educational day school which was founded in 1989 and is located in the village of Pitsford in Northamptonshire. The school is owned and run by the Northamptonshire Independent Grammar School Charity Trust Ltd, an educational charity whose trustees are the school's governors. Although it is managed as one school, the senior and junior sections occupy distinct premises on the 30-acre site they share. A new headteacher was appointed in 2018.

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

- 1.2 The school offers a bespoke education for pupils, seeking to combining high levels of pastoral care in small form settings with a wide range of co-curricular opportunities. The ethos of the school focuses on each pupils' individuality being recognised and celebrated and the school places a premium on the importance of kindness in its pupils and how this will inform everything that they do. Competition both in work and sport is encouraged and emphasis is placed on developing the highest personal and moral qualities. The school seeks to present an active Christianity, modelling key values which reflect all denominations and other faiths.

### **About the pupils**

- 1.3 Pupils come from a wide area across Northamptonshire and south Leicestershire. Data provided by the school indicates that the ability of the pupils is above average compared to pupils who take the same test nationally. The school has identified 57 pupils as having special educational and/or disabilities (SEND) which include dyslexia, all of whom receive support. One pupil has an education, health and care (EHC) plan. English is an additional language for two pupils, one of whom receives additional support. The school has chosen not to identify individual pupils as gifted or talented.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

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

## Key findings

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

### **PART 1 – Quality of education provided**

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school the school's GCSE and A-level results in the years 2019 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

- 2.9 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.
- 2.10 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**

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 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**

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

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

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

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

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

## **PART 7 – Manner in which complaints are handled**

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

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

## **PART 8 – Quality of leadership in and management of schools**

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

**2.20 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.

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

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

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

- Pupils in all sections of the schools are articulate, self-confident and assured in communication, including with each other and adults.
- Pupils have excellent attitude to learning and considerable willingness to participate across all areas of learning.
- Most pupils, in particular the sixth form, demonstrate strong initiative and independence in their approach to their learning.
- Pupils achieve well in a range of extra-curricular activities and sporting activities with a number achieving success in national competitions.
- Pupils are adept at reflecting on their learning and felt that failure was an opportunity to improve their learning skills.

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

- The pupils are highly successful in achieving the school's aims to create a supportive and caring community.
- Pupils demonstrate excellent self-confidence and self-understanding and are highly effective with others in achieving common goals.
- Pupils willingly accept responsibility for their actions and demonstrate excellent behaviour.
- Pupils are highly effective in fulfilling their responsibilities and contributing positively to the lives of others within the school, the community and the wider society.
- Pupils throughout the school make excellent decisions fully appreciating how their actions can affect both themselves and other people.

#### Recommendations

3.3 The school is advised to make the following improvements.

- Enable pupils to increase their use of and hence develop their skills in information and communication technology (ICT) skills within lessons in the senior school.
- Ensure that marking consistently informs pupils how they may improve further, so that they can make informed judgments on how to improve their work.
- Ensure that pupils' achievement is enhanced by ensuring that there is more consistent use of assessment data across all departments to better track pupils' learning.



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

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Children in the Early Years Foundation Stage (EYFS) make good progress and in some cases excellent progress in their learning and development relative to their starting points so that most meet and a good number exceed the expected level of development for their age. In the junior school, pupils do not take part in national tests; however, evidence from lesson observations and scrutiny of pupils' work shows attainment to be above national age-related expectations. Pupils across the school age groups attain high standards of numeracy and literacy. In the senior school academic outcomes are good across the full range of ability, including pupils with SEND. Evidence from lessons observed, pupils' work and their results in external examinations show that pupils make good progress overall. In the last few years results in GCSE examinations have been above the national average for maintained schools. The lower number of sixth form pupils taking external examinations makes statistical analysis and comparisons unreliable. A significant proportion of pupils proceed to university with demanding entry requirements. Pupils with SEND and the small number of pupils with EAL make good progress because they receive well targeted support within the school. Many pupils commented on the help and encouragement they receive from supportive, experienced and dedicated staff when they encounter problems and need help with their work.
- 3.6 Pupils across all age groups demonstrate secure skills for learning and develop good levels of knowledge in a wide range of subjects. A very large majority of pupils in the pre-inspection questionnaire agreed that the school helps them learn and make progress, but a small minority felt that some lessons were not interesting. Inspection evidence shows that a great deal of the teaching, in all sections of the school, captures the interest of the pupils of all abilities and challenges them. Discussion with pupils and scrutiny of a variety of pupils' work confirmed that although most teachers regularly marked pupils work, few teachers were giving clear indications as to how pupils could improve further. In the senior school, the more effective teaching uses methodical questioning to provide opportunities to develop and deepen their understanding, as seen in a Year 13 biology lesson where pupils were challenged on their understanding of the *Hardy Weinberg principle* and in a Year 12 chemistry where pupils used electronic simulations to examine the shape and structure of atoms. Pupils communication skills at all levels are well developed. Most lessons observed include good levels of pupil- teacher interaction and pupils are mostly articulate in their views as seen in debates and discussions. For example, in a Year 10 English lesson pupils explained complex terms such as *semantic* and *soliloquy* and in a Year 13 history in which pupils discussed orthodoxy, revisionist and imperial concepts. In most teacher led activities pupils respond well to opportunities to talk in depth and detail, as seen in the cookery club, where younger pupils making pizza discovered that dough needs yeast in order to make it rise. Pupils of all abilities have very good numeracy skills as seen in lesson observations and in pupils' work. They are able to apply their mathematical knowledge and understanding effectively across a range of subjects, for example in a Year 9 information and communication technology (ICT) lesson in which pupils were using a computer programme to successfully calculate the area of a triangle.
- 3.7 Junior school pupils develop ICT skills to a high standard within lessons where they show competent use of tablets and in the senior school pupils are competent users of ICT for practical purposes, such as presentations, word processing and producing spreadsheets for research and data analysis. Pupils are proficient at accessing and using material available on different learning platforms and this supports their learning at home. Senior school pupils however, with the exception of sixth form pupils, do not routinely extend and apply their ICT skills widely within lessons and across a range of subjects. Year 7 to 11 pupils in discussions were clear that there was more they could achieve with their use of ICT if enabled to do so. Pupils study skills are of a high standard throughout the school, ranging from detailed note taking to high quality research projects of varying age-appropriate complexity, as seen in sixth form extended project qualification (EPQ) work. Pupils in Year 10 history used independent research techniques to discuss the morality and ethical dilemmas involved in the treatment of African

Americans in USA politics. In discussion, A-level and GCSE pupils said they are keen and active participants and enjoy the challenge of developing effective higher order debating skills in order to produce convincing dialogue in debates. In the junior school pupils demonstrate good study skills by successfully drawing on a range of resources such as the internet to synthesise information and apply their knowledge to new situations, such as discovering why plants need water to grow.

- 3.8 Pupils progress is benefitting from being more closely linked to an improved tracking and assessment system across the whole school, from EYFS upwards, which is enabling progress to be made in target setting and the setting of pupil goals. This relatively recent improvement along with the established school teaching and learning strategy is, however, not yet fully embedded and utilised effectively across all curriculum areas. As a result, pupils' progress in some areas is slower because potential is not fully identified. Pupils across all age groups understand the requirement to develop good work habits, to manage time carefully and achieve a healthy work-life balance which they feel is successfully promoted by the school's well-being initiatives. The large majority of parental responses to the questionnaires indicated that the teaching enables the pupils to make good progress and to develop good skills for the future. Pupils attitudes to their work are excellent and benefit from the very positive teacher-pupil relationships and relatively small class sizes that helps support the pupils' academic success. Lesson observations confirm positive engagement in lessons and the enjoyment that pupils gain from collaborative work, for example in Year 5, when pupils dressed up as ancient Egyptians as part of the junior school creative day. Older pupils willingly act as digital leaders to help younger less able pupils and they gain leadership experience in doing so. In discussion pupils said that the school ethos very much encouraged them to reflect on their learning and that failure was simply an opportunity to improve their learning and skills.
- 3.9 Pupils' achievements in external competitions, in gaining other academic distinctions beyond examinations, and their success in art, music, drama and the arts are excellent across both schools. Academic success has seen pupils take up engineering, medicine and law courses over the past academic year. Junior pupils compete successfully in football, dance, ballet and ice skating on a local and regional basis. Senior school pupils have had notable success at county level in golf and rugby and in show jumping at national level. The school benefits from its partnership to educate members of the FCV international football academy and pupils have access to over 40 clubs and societies run by the school at different points in the year. Pupils' high level of success in sport and non-sporting activities is promoted by their enthusiasm to represent their school together with the encouragement given by staff. Pupils are able to play representative games across many sports and this is as a result of the good-quality facilities available, the enthusiastic coaching provided by the staff and the pupils themselves who are driven by a 'can do' culture. Pupils recognise and value the opportunities afforded them, and the rich variety of opportunities means that everyone can become involved irrespective of ability. Sixth form pupils were particularly keen to relay their experiences of participation in the Duke of Edinburgh award scheme. Pupils in discussion said that participation in such groups as well as theatrical productions offered them opportunities to collaborate with other pupils beyond the school resulting in the promotion of teamwork and the enhancement of their social interaction skills whilst boosting their overall self-confidence.
- 3.10 Pupils attitudes to their work is one of their strengths. They persevere, show respect to their fellow pupils and exude enthusiasm to work together as a team. Pupils in Year 4 to Year 6 are selected as play-buddies. EYFS pupils demonstrated great excitement and enthusiastic participation when they participated in an ice planets activity. Pupils in the senior school are keen to take on and search out responsibilities such as those of form reps, house captains and sports captains. Pupils workbooks show pride in their layout of work and levels of engagement and application to meet teacher requirements. Most exercise books and files seen reflected the pupils' commitment to their work and determination to maximise researching and writing opportunities. This is as a result of pupils having positive attitudes towards their learning, being motivated to succeed and taking responsibility for their own progress whilst working with their teachers to achieve these goals. Sixth form pupils undertaking EPQ preparation work were highly focused and interacted well, demonstrating a secure awareness of core

academic writing skills. Pupils across the school are keen to learn in lessons and are ready to work independently in their own time as shown by the extensive library use during the day. This is as a result of their teachers encouraging them to think and learn for themselves yet at the same time benefit from group activities in lessons.

### **The quality of the pupils' personal development**

- 3.11 The quality of the pupils' personal development is excellent.
- 3.12 The school is highly successful in meeting its aim to recognise each pupil as an individual. It places a premium on the importance of kindness in its pupils, whilst developing in its pupils strong personal and moral qualities. Pupils of all ages respond positively to the high standards and expectations set by both teachers and governors and there is a strong sense of community and belonging and shared focus. A number of parents in the questionnaire commented positively on the way the school prepares its pupils for an independent life bringing out their self-confidence, whilst placing equal value on academic and extra-curricular activities. The pupils sense of togetherness is well illustrated by junior pupils who spoke of the friendship bench, where pupils could go if they were feeling sad to be quickly joined by friends willing to support them. A small minority of pupils commented in the questionnaire that they did not feel well prepared to move up into the senior school. Discussion with senior leaders however clarified that the induction programme for Year 6 was due to start later in the week of the inspection and this is a continuous process through to the summer term of next year. Pupils of all ages explained to inspectors that they are encouraged to succeed by using a 'can do' attitude where it is okay to make mistakes. Older pupils explained that they could reach targets set as a result of their growing confidence and readiness to approach teachers for help as and when necessary. For example 6<sup>th</sup> form pupils engaged in EPQ projects seek out teachers to improve their research skills, using these skills in their other subjects, thus boosting their confidence. Pupil discussions highlighted the value of the many extracurricular clubs and societies which supported both their sporting and academic progress and in turn raised self-awareness, self-understanding and their own self-belief.
- 3.13 Pupils have a secure understanding that the decisions they make are likely to impact on their personal and work-related success in the future. Discussions with Year 11 and 12 pupils conveyed the care with which they choose their sixth form and tertiary opportunities, reflecting excellent decision making which enables them to create a career path that starts early in the senior school. Potential medical students in the sixth form have started their own med-soc society to better promote their chances of entry to demanding university courses. Pupils across the school were keen to report that their voice is heard by the school council and eco-committees, and that changes happen as a result. This view is supported by parents who in their responses to the questionnaires stated that the school listens to pupils and takes any requisite actions. For example, senior school pupils commented on changes made to the school uniform options as a result of their discussions with school leaders. Children in the EYFS are also good decision makers and are confident to make decisions about which types of imaginative play activities they wish to pursue as illustrated by a group of pupils studying rockets expressing a desire to have picnic on the moon.
- 3.14 The spiritual value of togetherness is highly valued in the school in which year group size means that pupils know each other well. This was particularly appreciated by pupils during the lockdown periods over the last year through remote learning pastoral activities and immediately on return from the lockdown with increased focus on pupil pastoral care and reintegration into a whole school community. The increasing ethnic mix of pupils attending the school and the cultural blend of the pupils from the FCV international football academy incorporated in the school have significantly contributed to the pupils' appreciation of different cultures and faiths. Younger pupils in the junior school share their knowledge and understanding of their faith with their peers as seen in a Year 4 lesson where pupils were carrying out independent research into the Sikh faith. In the senior school pupils in a Year 10 physics lesson pupils enthusiastically entered into a discussion on the origins of the universe from both a Christian and Islamic perspective, broadening their appreciation of different

faiths and beliefs. Pupils commented that discussions and assemblies around events such as the death of the Queen and Remembrance Day deepened their moral and spiritual understanding, and such conversations enabled them to better appreciate the non-material aspects of life.

- 3.15 Pupils form very positive and productive relationships with each other and their teachers, irrespective of culture or background. They fully support the school's family approach to building successful relationships. Pupils benefit from reflective and restorative practices which enable them to maintain supportive and purposeful relationships. Pupils at all levels demonstrate a very keen sense of fair play and justice, challenging injustice when they see it. This is as a result of the effective PSHE/RSE programme which pupils say raises their values and expectations, and enables them in turn to appropriately influence others. For example, sixth form pupils regularly mentor younger pupils and hence influence standards of pupil behaviour. Pupils in a Year 12 history lesson demonstrated a good awareness of the moral issues surrounding bringing peace after war whilst considering the needs of those defeated. The pupils' strong moral compass and clear understanding of behaviour requirements was evident in lessons, and when moving around the school site. A small minority of pupils in the questionnaire disagreed that pupils are kind and respect one another. Pupils in discussions confirmed that most of the time pupils treat each other kindly and with respect, and that exceptions were rare, a view confirmed by behavioural records. The school focuses on the moral importance of pupils abiding by the rules that exist for the benefit of the community as a whole and as a result pupils seen during the visit behave extremely well towards each other and treat others, including visitors, with very high levels of respect and consideration.
- 3.16 Pupils social awareness is a strength. Pupils provide much support for their peers both academically and in terms of developing wider skills. This is a consequence of the school culture which promotes easy relationships and social confidence. Much of this support is unprompted and spontaneous as seen in older pupils helping to coach and referee younger pupils in sport and in some cases academic and project work. Pupils in both the junior and senior school councils take their roles seriously, learning to enhance their planning skills in running events and fund-raising activities and in representing their peers' interests. Pupils in the sixth form coordinate the working of the senior school council and felt that in doing so they were helping to develop the leadership potential of themselves and others, such as form representatives. Pupils in EYFS as seen in lessons readily share play equipment with each other and junior pupils willingly share computers. Pupils talk enthusiastically about their experiences of the Duke of Edinburgh programme and the spirit of collaboration this engenders. Pupils value the opportunities they have to become involved in the local community, to engage in charitable fund raising, supporting the homeless and raising funds for animal welfare and those affected by cancer. Pupils were clear that involvement in such activities gave them a sense of pride but also enabled them to enhance their social development skills. Pupils feel empowered to talk, express their feelings and approach staff if they have any concerns as a result of the effective PSHE programmes across the school. Pupils have a good understanding of matters relating to relationships and cultural issues of race and gender as noted in form group meetings and pupil discussions. Pupils in the sixth form senior school council discussed their role in celebrating and promoting equality and diversity and the different cultures in the school by addressing assemblies and holding meetings with the younger pupils in the school. It was clear that sixth form pupils and teachers worked together to enable discussion of LGBTQ+ and diversity issues with senior pupils in an atmosphere where any disrespectful behaviour in the school was considered to be unacceptable and would be dealt with appropriately.
- 3.17 Pupils have a high level of appreciation of how to stay safe and understand how to be physically and mentally healthy, in terms of diet, exercise and a balanced life style. The school offers an effective weekly programme of physical activity including a physical education lesson, a games afternoon and a compulsory after school sport activity, which pupils felt kept them physical fit. This is also reflected in the number of pupils who take part in competitive sport in which the small size of the school is not seen as a barrier to sporting success, most especially for those who gain recognition at county and national level. Pupils were clear that participation in sport and physical activities allowed them to

develop a healthy lifestyle and is beneficial to their mental well-being. In the pupils questionnaire a minority of pupils said that the school does not encourage them to be healthy and that the lunchtime food did not have suitable healthy options. Food sampled during the three-day visit to the school was found to be of a good standard with healthy options on offer. This is an area that senior leaders were constantly monitoring, and they were able to sight recent improvements such as the addition of a salad bar in response to pupil requests. The senior managers undertook to keep food and healthy options under review. The majority of pupils agreed that they felt safe in school and know how to be safe on line. They feel well supported in their mental health, citing examples of how they have been supported through difficult times. In the questionnaires the vast majority of parents felt that the school was well governed, led and managed and pupils in discussion commented that they highly valued the fact that pupils' voice was both listened and responded to.

## 4. Inspection Evidence

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

### Inspectors

Mr Tony Halliwell	Reporting inspector
Mr Alex Frazer	Compliance team inspector (Head, HMC school)
Dr Eric Boston	Team inspector (Head of department, ISA school)
Miss Kaye Lovejoy	Team inspector (Former head, ISA school)