



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Orley Farm School

March 2020



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School's Details

School College	Orley Farm School			
DfE number	310/6003			
Registered charity number	312637			
Address	Orley Farm School South Hill Avenue Harrow Middlesex HA1 3NU			
Telephone number	0208 869 7600			
Email address	headspa@orleyfarm.harrow.sch.uk			
Headteacher	Mr Tim Calvey			
Chair of governors	Mr Colin Hayfield			
Age range	4 to 13			
Number of pupils on roll	490			
	EYFS	59	Pre-prep	130
	Middle school	120	Upper school	181
Inspection dates	03 to 05 March 2020			

1. Background Information

About the school

- 1.1 Orley Farm School is an independent co-educational day school for pupils aged between 4 and 13 years. It is located in Harrow-on-the-Hill, Middlesex. The school was founded in 1850 as a boys' preparatory school and the pre-preparatory department was opened in 1995. It is divided into three sections: pre-prep for Reception, Years 1 and 2; the middle school for Years 3 and 4 and the upper school for Years 5 to 8.
- 1.2 The school is a charitable trust administered by a board of governors. Since the previous inspection there have been changes to the curriculum programmes, teaching areas and dining facilities; a new library, drama and music school have been built.

What the school seeks to do

- 1.3 The school aims to provide a broad and balanced curriculum, through which all children enjoy their learning and achieve their full potential. It seeks to create a challenging environment which stimulates lively and enquiring minds, guides pupils to become independent learners and provides opportunities for all pupils to adopt the school's values for life.

About the pupils

- 1.4 Pupils come from local professional and business families and from a range of cultural and ethnic backgrounds. The school's own assessment indicates that the ability of pupils is above average. The school has identified 24 pupils as having special educational needs and/or disabilities (SEND), which includes dyslexia, 7 of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 8 pupils, 4 of whom receive additional help with English. Data used by the school have identified 98 pupils as being the most able in the school's population, and the curriculum is modified for them and for 139 other pupils because of their special talent in art/design/technology, music, sport and computer science.

2. Regulatory Compliance Inspection

Preface

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

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

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

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

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

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

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

Key findings

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

PART 1 – Quality of education provided

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

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

- 2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.12 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

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

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

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

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

3. Educational Quality Inspection

Preface

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

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

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

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

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

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

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils of all abilities make excellent progress and attain highly during their time at the school.
 - Pupils have outstanding communication and numeracy skills, which they apply with great competence to all areas of the curriculum.
 - Pupils acquire high level critical thinking skills.
 - Pupils demonstrate excellent attitudes towards their learning and are keen to embrace all new challenges.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils have high levels of self-knowledge; they are highly resilient and have an excellent understanding that perseverance will result in success.
 - Pupils have excellent moral awareness; they are respectful and courteous and show highly positive desire to act in a responsible manner at all times.
 - Pupils exhibit high levels of social awareness; they are extremely sensitive to the needs of others and proud of the school's cultural diversity.
 - Pupils strongly uphold the values of the Orley Farm Way and consider these are essential skills for future life.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Promoting pupils' progress further by ensuring staff have easy access to profiling data.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils of all ages and abilities, make significant progress and reach high levels of attainment by the time they leave the school. Evidence from lesson observations, work scrutiny and school assessment data, confirms the pupils of all ages, including those in the EYFS, attain at levels that are above, and often well above national age expectations. This high-level attainment across the school is fully in line with the vision and commitment of leadership and management, including governance, to fulfil the school's aim of ensuring that pupils achieve their full academic potential. During discussions, pupils confidently talked about their attainment and progress; they have an extremely astute understanding of their academic strengths and weaknesses. Pupils with special educational needs and/or disabilities (SEND) and those with English as an additional language (EAL) comment that they feel their progress and attainment has been significant and attribute this to the additional support that they receive from staff and booster sessions which address their learning needs. Those who experience difficulties with spelling were proud of the high results they achieve in weekly assessments due to the interventions and support provided by learning support staff. More able pupils attribute their notably high-level attainment to additional challenge within lessons and the enrichment programme 'Edge in Life' (EDGE), which they say fuels the breadth and scope of their knowledge. Inspection evidence agrees with pupils' views. Pupils' high levels of progress and attainment, as measured using standardised tests, are supported by the school's data profiling system which allows senior staff to identify and respond promptly to their needs. However, further improvements in pupils' achievements are limited by the lack of direct access to the system by teaching staff. In questionnaire responses an overwhelming majority of both parents and pupils were highly positive about the quality of teaching and support for learning.
- 3.6 Pupils' knowledge, skills and understanding is excellent across the range of subjects and year groups. Pupils demonstrate strong skills in deeper learning, rather than just surface learning. They are highly skilled in linking their knowledge and understanding from disparate aspects in order to solve unfamiliar problems. In particular, they show an excellent aptitude for both analysis and synthesis in order to comprehend new concepts. In design and technology (DT), younger pupils demonstrated high level analytical skills when adapting their designs for robots to ensure they were user friendly and in science, capably hypothesised how a plant would react without soil, light, heat and moisture. In drama, older pupils analysed the effectiveness of their own performance and that of others during re-enactment of scenes from Roald Dahl's *The Witches*. During discussion, pupils articulated that the acquisition of strong problem-solving skills fosters their curiosity, initiative, creativity and risk-taking in learning. These strengths are nurtured through the high expectations within curriculum planning, which facilitates skill growth and the schools' prominent focus of developing pupils' critical thinking skills. As a result, the recommendation from the previous inspection relating to curriculum planning, consistency and structure have been successfully addressed. These accomplishments and acquisition of new skills are attributed not only to the breadth of curriculum but to leadership and management's recognition, strongly supported by governance, that pupils need to secure a broad skill base if they are to be fully prepared for future life challenges.

- 3.7 Pupils listen attentively within lessons and are highly articulate, as observed in geography when they explained that the Amazon rainforest is often known as the lungs of the planet because of the oxygen it generates. Pupils ask increasingly probing questions as they mature; they reason well and follow each other's arguments, taking turns and commenting positively on what others have to say. In Latin, older pupils presented coherent accounts, with contrasting approaches, of how they successfully tackled their translations from Latin to English, whilst the youngest EYFS children competently rose to the challenge to explain camouflage as 'protective and stops a predator finding its lunch'! Pupils of all ages produce written work of a high standard using a range of genres, both creatively and factually, and ably transfer these skills between subjects. Examples include newspaper articles publicising how the Mary Rose warship was discovered and writing their own Gothic poems based on an image of a castle. Children in the EYFS have excellent independent writing skills, forming letters correctly in cursive form. They apply their knowledge of sounds accurately to spell words, such as 'short' and 'thick'. In science, younger pupils adeptly used a flow diagram to record the story of electricity in their workbooks, from power station to home, demonstrating excellent application and understanding. These outstanding outcomes result from high quality, vibrant teaching approaches. A small minority of pupils, in pre inspection questionnaire responses, stated that lessons lacked pace and interesting content. Inspection evidence, such as observation of lessons, does not concur with this view; during discussions pupils were adamant that lessons are extremely well structured to ensure that learning is fun, engaging and motivating.
- 3.8 Pupils demonstrate highly competent numeracy skills, which they expertly use in other curriculum areas. Children in the EYFS correctly identified coins and used them to calculate different values; they then skilfully applied their knowledge to buy items from the role play shop. Older pupils expertly related the basic Pythagoras theorem to a more complex scenario involving 3D shape construction and during a physical education (PE) lesson they used their numeracy skills to adeptly calculate, compare and contrast activity repetitions and performance. Younger pupils, in their artwork, calculated the areas of abstract facial features in preparation for creating their own Alexander Calder inspired kinetic sculptures. This outstanding attainment is attributed to focus within the curriculum on not just developing strong mathematical knowledge but implementing it effectively in practice. Pupils of all ages adeptly use their proficient information and communication technology (ICT) skills to further their learning and understanding. This is often linked to research for independent project work, which is a key element of the curriculum, such as older pupils using a software programme to write a presentation on pewter casting for jewellery. Pupils have excellent knowledge of how to use the many different applications that can aid them in their artistic designs and to present their work, such as in DT to create working flip-flops, blister packaging and sound amplifiers.
- 3.9 Pupils achieve high standards in sports, music and art, attaining excellent results beyond the classroom, because of the emphasis on learning breadth within the school environment and a strong focus on developing pupils' abilities in all areas. For example, they achieve notable success in both regional and national sporting events, such as rugby, netball, hockey and swimming. A large number of pupils learn to play a musical instrument, attaining good grades in external music examinations, alongside their accomplishments at local music festivals, orchestral days and competitions. Pupils' significantly high levels of artistic and technological skills are also evidenced by their achievements in regional design awards. Academically, pupils' excellent attainment is recognised by the large number of scholarships that they gain to their chosen senior schools.

- 3.10 Pupils of all ages have outstanding attitudes towards learning. They keenly embrace challenge and have a strong work ethic towards all aspects of school life. Pupils are comfortable working independently or as a member of a group. Children in the EYFS demonstrate strong collaborative working during activity discussions on polar habitats. Older pupils, in history, demonstrated excellent collaboration when creating lyrics and songs about the suffragette movement and younger pupils' collective approach to their music performance of *The Bare Necessities of Life* resulted in a high standard presentation. When required to do so, pupils are very willing to accept a leading role but are equally happy to support and encourage their peers. This is exemplified by pupils using their own initiative, independently of school intervention, to draft financial proposals and a marketing pitch in order to obtain sponsorship from the local community for a project that they wished to undertake. This is fully in line with the aims and ethos of the school: to encourage pupils to aim for excellence, value their learning and enter the rapidly changing world as active and confident participants.

The quality of the pupils' personal development

- 3.11 The quality of the pupils' personal development is excellent.
- 3.12 Pupils develop excellent levels of self-understanding. During discussions, younger pupils said that self-reflection on learning is an important skill to master and that targets help them to improve their performance. They stated that activities in drama encourage them to overcome shyness through stepping out of their comfort zone, resulting in greater confidence and resilience when faced with difficulties. Older pupils recognise that perseverance and flexibility are important skills for future life, such as in their study skills workbooks, where they identify their personal learning styles and how to improve their learning. They state that making mistakes is part of the learning experience; the important element is to keep trying or practising and success will result. This evidence supports the school's aim to enable pupils to become increasingly independent learners who demonstrate application, perseverance and initiative in their studies. In their pre-inspection questionnaire responses, a few pupils felt that feedback and marking about their work did not help them to improve. During discussions, pupils claimed that the support and guidance they received on how to improve their learning and performance is excellent. In particular, they value the 'dedicated improvement and reflection time' (DIRT) evaluations that they complete in lessons, which they comment provide invaluable help towards improving. Inspection evidence concludes that marking in books also provides clear feedback on how pupils can improve their performance and, as a consequence, the recommendation from the previous inspection relating to marking feedback has been successfully met.

- 3.13 Pupils of all ages have an astute understanding that positive decisions are the foundation stones of future success both academically and personally. For example, during a theology and philosophy lesson, older pupils showed an excellent understanding of how adopting prejudices can have a corrosive effect on their personal well-being. Children in the EYFS happily make decisions in their play and approach new challenges in a self-assured manner, such as organising their personal items at home time. Younger pupils understand that decision making is part of life. They conclude that often there is often no right or wrong answer, such as when considering whether they would choose to take a pill that guaranteed future success. This high-level understanding results from opportunities to consider weekly critical thinking questions and the strength of pastoral systems which encourage openness of thought and instil personal integrity. Older pupils spoke passionately about their appreciation for the non-material aspects of life, quoting that 'our world is not just a human world; it is important to share with animals, who also have rights to enjoy nature'. They said that they greatly look forward to their regular well-being walks in the country, citing these excursions as relaxing and calming experiences, which enable them to be reflective. The awe and wonder that the Arctic presents was evidenced in the EYFS, when children discussed how the Arctic hare and fox change their fur to fit the season. Pupils of all ages demonstrate great empathy towards needs of others, as exemplified in history work on the final thought each wife had at the end of their relationship with Henry VIII, and in response to work on the mood of music. This is because leadership and management ensure that pupils are exposed to experiences which promote compassion and philosophical thought.
- 3.14 Pupils' moral awareness is outstanding. They are keen to act in a responsible manner and do the right thing. Older pupils explained that misbehaviour doesn't feel physically right and sits heavily on their conscience. Pupils demonstrate a mature understanding, beyond their years; that self-responsibility is a core value and that rules and are vitally important in life. They cite behavioural boundaries as a discipline which prepares them well for the future and that the school's expectation is for them to be proactive rather than reactive in their approach. Children in the EYFS are highly respectful towards behaviour codes set by staff; they listen respectfully and respond positively to staff direction, such as lining up quietly and taking turns during discussions. Younger pupils commented that if a line is crossed, then they fully understand that there may well be repercussions, which they consider are fair and just, as these measures help an individual to become a better person. The positivity of these outcomes is as a result of the high staff expectations and the consistent implementation of school values, such as 'treat others as you would like to be treated'.
- 3.15 Pupils of all ages demonstrate excellent relationships both with one another and with adults in school. They are courteous and respectful and keen to work together for the good of the school community. Older pupils support younger pupils through a system whereby older pupils mentor younger ones, providing guidance when they transfer between phases in the school. Younger pupils and children in the EYFS enjoy the company of their friends and form positive relationships with staff, which is evidenced by how happy and secure they are in their surroundings. They play calmly alongside others and quickly help to tidy away toys when asked. During discussions, all groups of pupils stated that EDGE is highly beneficial in enabling them to develop strong social and community skills for future life; that the scope this programme generates new interests and collaborative working that perhaps they may not have encountered without this provision. Pupils identify activities, such as learning to fix a bicycle tyre and to cook, as facilitating a shared enthusiasm and passion for new skills. Pupils' outstanding problem-solving skills and ability to work with others to solve common goals are evidenced through the Greenpower project, where a large number of pupils worked collectively together to plan, construct and market electric cars, resulting in highly successful outcomes.

- 3.16 Pupils of all ages demonstrate an extremely strong commitment towards helping others and the world at large. All charity work is initiated by the pupils, such as organising a 'wear your pyjamas to school' day and a 'glitter tattoo' stall at the Christmas fair. During discussions, older pupils commented that all charity fundraising comes directly from them and is not school initiated. They understand the requirement to write to senior leaders and present a proposal on why their charity should be the school's focus and they are extremely proud of the money they have raised to help those less fortunate than themselves. Pupils' excellent support for the school and local communities is evidenced by older pupils singing at local care homes for the elderly and assisting in running sports and music clubs in local primary schools. Younger pupils support their peers who stand at the buddy bus-stop, helping them to find friends to play with or by initiating play with them. They take this role very seriously and state that it is important to look after one another. Pupils are keen to embrace the many positions of responsibility afforded them, such as being an eco or food committee representative, library or class monitor, school council member, prefect or house captain. They are highly conscientious in fulfilling these responsibilities, stating that their input assists senior leaders in running and improving the school. This is because curriculum approaches, such as EDGE, and the pastoral structure encourage reflective thinking and community responsibility.
- 3.17 Pupils develop outstanding levels of cultural understanding and tolerance. During discussions older pupils commented that respect for diversity is an important strength for today's society, explaining that regardless of gender, everyone needs to work together; that they all are equal and differences, such as cultural beliefs, must be respected and valued. Children in the EYFS developed a strong understanding of tolerance and respect through their discussion in a personal, social and health (PSHE) education session on the uniqueness of different personal qualities. Younger pupils, during a theology, philosophy and religious education lesson, were eager to find out about differing religious beliefs of their peers; they asked questions and listened respectfully and attentively to the explanations provided. Pupils of all ages are proud of the harmonious atmosphere that they help to instil in the school and in many discussions and class activities, refer to the Orley Farm Way as being the bedrock of school life and that this code of principles provides them with essential guidance for cultural respect.
- 3.18 Pupils have an excellent knowledge of how to stay safe, including online. This is because of the strength of the broad curriculum, alongside the support and guidance provided by staff for pupils' well-being. They understand that regular exercise and eating a balanced diet are key elements of staying healthy. Children in the EYFS were observed undertaking their handwashing routines extremely conscientiously, singing the verse of *Happy Birthday* because they know this ensures good hygiene. Younger pupils articulated a profound explanation to illustrate their understanding of good diet, explaining that poor life choices, such as too much sugar, may cause their behaviour to deteriorate and often results in poor health. They name diabetes as a potential implication of eating too much fat and sugar. Older pupils commented that the fun elements within the curriculum contribute highly towards their mental well-being and help to maintain a balance during perceived times of stress, such as examinations. They named EDGE programme activities such as cookery, yoga and gardening as having a significant effect on their emotional security. Their views were supported during inspection observations. Pupils said that they have plenty of sporting provision within the curriculum and clearly understand the impact this has on their good health, such as in a PE lesson, where older pupils demonstrated strong knowledge of the cardiovascular system and how their body responds whilst engaged in physical exercise. In their pre-inspection questionnaire responses, the very large majority of parents and pupils responded highly positively about the support the school provides for personal development.

4. Inspection Evidence

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

Inspectors

Mrs Sue Bennett	Reporting inspector
Mr Dan Slade	Compliance team inspector and team inspector (deputy head, ISA school)
Mr Michael Connolly	Team inspector (head, IAPS school)
Mrs Kerry Cooke	Team inspector (deputy head, IAPS school)