



**ISI** Independent  
Schools  
Inspectorate

**Regulatory Compliance and Educational Quality Inspection Reports**

**Ravenscourt Park Preparatory School**

**November 2021**

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### School's Details

<b>School</b>	Ravenscourt Park Preparatory School			
<b>DfE number</b>	205/6384			
<b>Address</b>	Ravenscourt Park Preparatory School 16 Ravenscourt Avenue Ravenscourt Park London W6 0SL			
<b>Telephone number</b>	0208 8469153			
<b>Email address</b>	office@rpps.co.uk			
<b>Headteacher</b>	Mr Carl Howes			
<b>Proprietor</b>	Mrs Maria Gardener			
<b>Age range</b>	4 to 11			
<b>Number of pupils on roll</b>	408			
	<b>EYFS</b>	59	<b>Lower school</b>	118
	<b>Upper school</b>	231		
<b>Inspection dates</b>	23 to 26 November 2021			

## **1. Background Information**

### **About the school**

- 1.1 Ravenscourt Park Preparatory School is a co-educational preparatory school. The school was founded in 1991 and is governed by the proprietor, along with three directors, assisted by an advisory governing body.
- 1.2 The school comprises two sections: the lower school, for pupils aged from 4 to 7 years, and the upper school, for pupils aged from 7 to 11 years.
- 1.3 During the period March to May 2020, the whole school remained open only for children of key workers. From June to July 2020, children in Reception, Year 1 and Year 6 returned to face-to-face teaching in school and other year groups returned for short blocks of teaching time.
- 1.4 During this period of closure, the school provided remote learning materials for all pupils not receiving face-to-face teaching.
- 1.5 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.6 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.7 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home.
- 1.8 Since 2020, EYFS profiles have not been externally moderated.

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

- 1.9 The school aims to provide a balanced focus on each child's intellectual, moral, spiritual, physical and emotional development. It seeks to nurture, inspire and motivate each child through a culture where the pupils can develop respect, compassion, tolerance, a value of diversity and an understanding of the importance of community responsibility. The objective is to engender confidence and self-esteem, leading to intellectual risk taking, a love of learning and the ability to make positive contributions in school, work and life.

### **About the pupils**

- 1.10 Pupils come from a range of professional backgrounds, with most families living within walking distance or a short cycle ride from the school. Nationally standardised test data provided by the school indicate that the ability of pupils is above the national average compared to pupils taking the same tests nationally, with a fairly broad range of abilities represented. No pupil has an education, health and care plan. The school has identified 15 pupils as having special education needs and/or disabilities (SEND) all of whom receive additional help. English is an additional language for 112 pupils, 33 of whom receive additional support.

## 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 statutory framework. 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 REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. 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.

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](#).

**COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.**

## **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 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 Pupils receive relationships education in the junior school. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

- 2.8 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.
- 2.9 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**

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

- 2.12 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.

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

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

2.14 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.

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

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

2.16 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.

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

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

2.18 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.

**2.19 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'.**

#### Key findings

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

- Pupils make rapid progress in relation to their abilities.
- Pupils' speaking, listening, reading and writing skills are of a high order.
- Pupils demonstrate an excellent ability to work both independently and collaboratively.
- Pupils of all age groups exhibit highly positive attitudes to learning. They are resilient, self-confident learners who immerse themselves in all they do.
- Pupils understand the impact their decisions have on their achievements and well-being.

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

- Pupils demonstrate a highly developed understanding of how they might improve their learning and performance.
- Pupils exhibit a clear understanding of expected standards of behaviour.
- Pupils have a well-developed appreciation for the non-material aspects of life.
- Pupils embody the school's ethos of intellectual risk taking, a love of learning and the ability to make positive contributions in school, work and life.

#### Recommendation

3.3 In the context of the excellent outcomes, the school may wish to consider:

- How all pupils' progress could be further enhanced by ensuring planning places greater emphasis on pupils' use of ICT in a broader range of lessons across the school.

#### 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, from the EYFS onwards, make excellent progress in all subjects as is evident from the quality and volume of written work. Their levels of attainment significantly rise as they move through the school, as is clear from lessons observations, books seen and from the results of standardised and internal assessments. Pupils identified as having special education needs or disabilities (SEND) achieve very well in relation to their individual abilities, and those who have English as an additional language (EAL) attain at levels that are in line with their peers. The most able pupils attain at high levels in relation to their age, particularly in literacy and numeracy. The vast majority of pupils who responded to the pre-inspection questionnaire agreed that their skills and knowledge improve in most lessons.



Pupils are confident in their achievements, citing the continuous feedback, both written and verbal, as a significant factor in creating a constructive dialogue between themselves and teachers that supports their learning. These high levels of achievements are further supported by a continuous, and extensive, monitoring programme by school leaders and the implementation of new initiatives such as the expansion of provision for the performing arts.

- 3.6 Pupils' skills, knowledge and understanding is excellent across the curriculum due to the high quality of teaching and excellent attitudes to learning that are evident in the vast majority of lessons. As a result, pupils are willing to share their ideas, answers and opinions openly, knowing that their contribution will be welcomed. They express their skills, knowledge and understanding in many creative ways, highlighted by the excellent standard of displays across the school. Specialist teaching and high expectations enable pupils to achieve mature levels of skill and understanding in all areas of the curriculum. Pupils demonstrate an excellent knowledge of writing for different purposes, whether persuasively, descriptively, fiction or fact. Pupils' artwork is of a high standard and draws upon a wide range of media and influences. For example, in the EYFS children produced a collaborative piece in response to paintings by Kandinsky, and in Year 6, pupils designed a logo for the weekly 'Curious Conundrum' challenge using a digital painting application. A comprehensive knowledge and understanding of current affairs were demonstrated by Year 5 pupils as they discussed a range of topics, including plastic pollution, the refugee crisis and the dangers of an asteroid hitting the earth, in response to watching a news programme.
- 3.7 The development of pupils' communication skills in respect of speaking, listening, reading and writing is excellent. Pupils spoken communication and, in particular, their use of both creative and technical vocabulary, is of an exceptionally high level. In lessons pupils speak confidently to articulate their ideas with great clarity. For example, in Year 6 a group of pupils provided a summary of an extract from *Dr Jekyll and Mr Hyde* concisely and effectively for a friend who had missed the previous lesson. In the EYFS, children listen and respond quickly to instructions, and during pupil interviews, children respectfully listened to one another, taking turns to answer questions and communicate their ideas clearly. Pupils are keen readers from a young age. In the EYFS, pupils develop a secure knowledge of letters and sounds and make rapid progress, becoming adept early readers by the time they reach the end of Reception. Throughout the school, a love and appreciation of reading is actively promoted through the well-stocked library.
- 3.8 Pupils develop excellent numeracy skills from an early age, responding with enthusiasm to well-paced teaching which takes individual needs into consideration. The effective use of games and real-life applications helps all pupils to build understanding. Younger pupils show a secure understanding of the decimal system and successfully explain the value of numbers in the tens and units columns. Pupils are encouraged to use their mathematical skills to solve problems. For example, in Year 3 pupils use a range of strategies such as short division to solve problems on the interactive whiteboard and in their books. Pupils successfully apply their mathematical knowledge and skills in other areas of learning. In a Year 5 science lesson, pupils completed an investigation into thermal insulation, by calculating temperature loss over time. Excellent progression in numeracy is evident in the standard and volume of work completed by pupils of all ages. All pupils are challenged and supported to achieve well through excellent teaching, high expectations, and activities that provide for different ability levels. In their meetings with inspectors, pupils expressed the view that 'mathematics teaching is really fun at this school'.
- 3.9 Pupils develop a good level of computing skills including research, creativity, presentation, coding and the use of spreadsheets through a range of age-appropriate activities and tasks in their information and communications technology (ICT) lessons. Some senior pupils attend the school's coding club and become highly competent in ICT. Pupils understand the difference between ICT as a subject and its use as a support to learning, and when given the opportunity, they show confidence in applying it more widely to other areas of the curriculum. In a small number of lessons observed, ICT was fully integrated and greatly enhanced pupils' learning. For example, in Year 4 pupils confidently scanned

QR codes using portable devices to access suitable resources for an English project, and in year 6, pupils collaborated effectively to create a stop frame animation film. However, lesson observations indicated that the use of ICT to support learning is limited overall, and pupils confirmed this view in their conversations with inspectors.

- 3.10 The development of pupils' study skills is excellent. Pupils show considerable ability to analyse, hypothesise and synthesise information. In a Year 3 registration at the start of the day, good independent study skills were observed as pupils made use of reading books, dictionaries, work packs and digital resources. They draw upon a wide range of resources and utilise excellent research skills in lessons on a regular basis. In Year 2, pupils make effective use of dictionaries and thesauruses to improve the quality of their writing. Year 3 scientists demonstrated high-order skills when exploring the different components of soil and Year 2 pupils hypothesised over which ice cube would melt more quickly, one with a protective layer or one without. Older pupils debate philosophically with insight and confidence, as was seen in a Year 5 religious studies lesson on the concept of truth. Pupils say they are well-prepared for the next stage of their education, and this is supported by the mature self-evaluative skills that are evident in pupil responses to teachers' constructive comments in their work books.
- 3.11 Pupils have a strong sense of pride in their academic and other achievements, which are excellent. They speak with great enthusiasm about their successes and appreciate the support they receive from the school. Pupils' achievements in entrance exams to a wide range of schools, including some that are highly selective, are excellent, with many achieving scholarships and other awards. They achieve to a high level in art, drama and music, with a large proportion of pupils achieving high standards in graded examinations. The excellent outcomes in music, art and drama are due to the expert teaching and subject knowledge of specialist staff, and the provision of choirs, drama productions and ensemble groups which enable pupils to develop their skills and perform in front of audiences. Pupils also perform well in a range of sports, including football, rugby, hockey, netball and cricket. Almost all parents who answered the pre-inspection questionnaire agreed that the school provides a suitable range of extra-curricular activities which is in line with the school's aim to provide a balanced focus on each child's intellectual, moral, spiritual, physical and emotional development.
- 3.12 Pupils demonstrate excellent attitudes to their learning. They work well individually, in pairs and in groups and constantly show the confidence to collaborate willingly and effectively. They take great ownership of their learning and understand that they are the most significant contributing factor to their own success, embodying the schools aim to engender confidence and self-esteem, leading to intellectual risk taking and a love of learning. Children in the EYFS are self-motivated, enthusiastically choosing activities from the wide range of high-quality resources prepared by staff who understand their individual needs and interests well. Throughout the school, pupils apply themselves exceptionally well in lessons. They are attentive, engaged learners who take pride in the presentation of their work, and make full use of the time they have in lessons. Consequently, they complete a high volume of work which contributes to the excellent progress they make. Pupils exhibit great strength of character in their learning, showing resilience, determination, and perseverance in the face of a challenging activity. They recognise that working collaboratively is an important skill, and this is expertly nurtured in many lessons.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate an excellent level of self-awareness and understanding of how they might improve their learning and performance, highlighting the importance of seeing learning as a challenge with the necessity to 'keep on going'. In this they are greatly assisted by a well-structured and whole school approach, and a widely agreed ethos which holds independence in learning at its heart. For example, in registration periods, pupils show excellent self-discipline in arriving, sorting themselves out and

settling straight into a challenging task, demonstrating good levels of self-confidence and independence for their ages. In their response to the pre-inspection questionnaire, almost all parents agreed that the school helps their child to be confident and independent. Pupils describe being given more independence as the years progress. A learning culture is embedded across the school which encourages children to embrace lifelong learning, which was introduced to the children through some of the staff learning and performing a street dance. Pupils are well prepared for the next stage of their lives, be that for entrance tests or understanding and managing the new expectations and demands of their move to a senior school through a highly effective transition programme in Year 6.

- 3.15 Pupils demonstrate a clear understanding of the important role they play in determining their own success academically, socially and in relation to their well-being. In the EYFS, children make appropriate choices about suitable activities, the fruit they eat at snack time and how they play with others. Older pupils accurately describe decisions they face every day at school, and the impact these may have on their future lives: for example, the clubs they join and the selections they make at lunchtime. Furthermore, they recognise the impact their behaviour has on younger pupils who may see them as role models. Older pupils speak with great maturity of the useful guidance they receive from teachers and senior leaders in the selection of senior schools, but also acknowledge the important role they play in choosing a school that is right for them.
- 3.16 From the earliest years pupils develop an excellent spiritual understanding and an appreciation of non-material aspects of life. These are developed through the timetabled religious education (RE) and personal, social and health education (PSHE) lessons and school assemblies and supplemented by visits to various places of worship. Younger children speak eloquently of the understanding they develop from the religious experiences of their peers, and the celebration of festivals such as Diwali. Year 5 pupils described a visit to a Gurdwara, and the deep impact it had on them. Pupils discuss complex philosophical ideas with great sensitivity. For example, in response to a Christmas advertisement, pupils were able to articulate an excellent awareness of the needs of others who are less fortunate than themselves, and the importance of giving over receiving. The children express a strong appreciation of music, art and drama, and enjoy the many opportunities they have to take part in these activities, both as participant and audience, as was seen in the range of highly polished musical performances in concerts observed by inspectors.
- 3.17 Throughout the school pupils' behaviour is excellent and they demonstrate a strong appreciation of being kind and considerate towards others. They treat each other with respect and accept responsibility for their own behaviour. The school actively encourages reflection when things go wrong, and restoration of relationships is a priority. From the earliest years pupils are taught a 'stop sign' hand signal that lays the foundations for later lessons on consent and what constitutes inappropriate behaviour. In the lower school, children are helped to understand right from wrong through an age-appropriate structure of 'cloud, rain cloud, and thunder cloud' stages of sanction, as well as the corresponding 'Sun, Rainbow and Unicorn' reward stages. Older pupils respond positively to a more sophisticated version of this system, and report that it is highly effective in limiting any bad behaviour. Pupils are confident that staff are always alert to the possibility of bullying and that, should it occur, they address the cause and consequences promptly and effectively.
- 3.18 Pupils demonstrate an excellent ability to work with others, as was seen in a Year 2 class where pupils applied their mathematical knowledge to solve a tricky word problem, and in an after-school club where pupils collaborated to set lyrics to music. Collaborative learning is a feature of most lessons and pupils fully appreciate the benefits this provides. The school places a high priority on developing this aptitude through opportunities within subjects such as RE, PSHE and history and a willingness by staff to allow open discussion and problem solving within lessons. Pupils gain further experience of working together through the school council, debating and philosophy club. In Year 5 pupils work together towards a common goal as they are introduced to Maypole dancing as a problem-solving exercise. The ability to work effectively with others and achieve a common goal was very well demonstrated during the senior music concert observed by inspectors.

- 3.19 Pupils throughout the school contribute positively to the lives of others. The school provides many opportunities to enhance this aspect of the pupils' development. Younger pupils are eager to take on a range of jobs, such as book monitor, which enable them to contribute positively to the running of the class. Older pupils hold positions of responsibility within the school, which are focussed on helping and supporting others in the school community. In Year 6 pupils take on prefect roles and provide support to younger pupils, for example by reading with children in reception. Pupils appreciate the opportunities they have to influence aspects of school life through the school council and Eco Club. Pupils have a very strong awareness of protecting the school and the wider environment, and have been instrumental in instigating various green initiatives, including introducing recycling in all classrooms. Across the school, pupils can often be heard reminding teachers to switch off lights as they leave the classroom. This ability for pupils to contribute positively extends to the local community and wider society, as seen in the many charitable endeavours, organised by the school and through pupils' own individual initiatives, including raising considerable funds for a children's charity in Malawi.
- 3.20 Pupils demonstrate a deep awareness of, and tolerance for, people from different backgrounds, within their own school and wider society. This can be attributed to the high priority the school's leadership place on promoting inclusivity. A display in the library on Black Lives Matter is prominent and well understood, reinforcing messages of sensitivity and respect for diversity. Throughout the school this inclusivity is evident as pupils from diverse backgrounds mix readily with others from a range of cultures, nationalities, and beliefs. In the EYFS, the celebrations and festivals corner introduces the youngest children to a range of cultural traditions. Year 4 pupils reflected sensitively on the plight of refugees in their writing, while others were able to draw on a wide range of sources when analysing the life and importance of civil rights leaders such as Martin Luther King. Pupils' respect for others is highlighted by the care they show towards one another. The learning culture embedded across the school emphasises the importance of kindness to all, with pupils describing a ripple effect to 'spread kindness across the world'. Older pupils discuss similarities and differences in the world's main religions with exceptional maturity and respect.
- 3.21 Pupils have an excellent awareness of how to stay safe and understand the importance of being physically and mentally healthy. In the EYFS, children know that washing their hands and using a tissue are important steps in keeping well, due to regular and consistent reminders from staff. Older pupils have an excellent understanding of the importance of diet, exercise and a balanced lifestyle and talk about the impact the choices they make in the lunch hall and their approach to physical exercise, games and recreation can have on their physical development. Pupils understand that mental health is equally important, and Year 5 pupils spoke of how a healthy body leads to a healthy mind, while Year 6 pupils say they always feel better after exercise. Throughout the school, there is a strong focus on pastoral care and as a result pupils say that they feel safe at school and know what to do if they are unhappy or concerned about anything. Pupils develop a strong awareness of how to stay safe online through e-safety lessons and topics within PSHE, assemblies, and e-safety workshops for pupils, parents and staff.

## 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 proprietor, members of the board of directors and a member of the governing body, 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. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Chris Manville	Reporting inspector
Mr Gareth Price	Additional reporting inspector
Mr Tim Lewis	Compliance team inspector (Deputy head, IAPS school)
Mr Richard Evans	Team inspector (Former head, IAPS school)
Mr Malcolm Gough	Team inspector (Head, IAPS school)