



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Ripley Court School

February 2020



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School's Details

School	Ripley Court School			
DfE number	936/6307			
Registered charity number	312084			
Address	Ripley Court School Rose Lane Ripley Surrey GU23 6NE			
Telephone number	01483 225217			
Email address	registrar@ripleycourt.co.uk			
Acting Head	Mr Gavin Ryan			
Chair of trustees	Mr Michael Wheeler			
Age range	3 to 13			
Number of pupils on roll	211			
	EYFS	30	Juniors	101
	Seniors	80		
Inspection dates	25 to 27 February 2020			

1. Background Information

About the school

- 1.1 Ripley Court School is an independent co-educational day school for pupils aged between 3 and 13 years. It is a registered charity overseen by a board of governors. Founded in 1893 as a boys' school, it became co-educational in 1979 and merged with Reed's School in Cobham in October 2019. The school comprises The Ark Nursery, Little Court Pre-Prep (Reception to Year 2), Middle Court (Years 3 and 4) and Upper Court (Years 5 to 8).
- 1.2 Since the previous inspection the head has retired, and an acting head was appointed in September 2019. The school merged into the charity of London Orphan Asylum that also incorporates Reed's School. The trustees of the charity are supported by the chair and governors of Ripley Court.

What the school seeks to do

- 1.3 The school aims to be ambitious for every child to succeed, to celebrate pupils' successes, no matter how big or small, so that they grow in confidence and start to unlock their true potential. It seeks to encourage and develop pupils' love of learning so that they leave as kind, curious and resilient boys and girls.

About the pupils

- 1.4 Pupils come from a range of professional backgrounds and live mainly within a five-mile radius of the school. Data provided by the school indicate that the ability of pupils is above average compared to those taking the same tests nationally. The school has identified 29 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 15 of whom receive additional specialist help. There are no pupils in the school who have an education, health and care (EHC) plan. English is an additional language (EAL) for eight pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 34 pupils as being the more able in its population, 10 of whom excel in academic areas, and the curriculum is modified for them. The other 24 pupils identified as having special talents in sport, music and the arts, are provided for accordingly.

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 good.
- Pupils with SEND make excellent progress.
 - The high quality of the pupils' study skills is supported by their excellent attitudes to learning.
 - Pupils' physical development is excellent.
 - Pupils communicate with confidence and clarity at all times. Occasionally their learning is inhibited when they do not focus on listening to others.
 - Pupils' acquisition of knowledge and development of skills is sometimes restricted when the teaching does not take into account their individual ability.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils have an excellent understanding of how to be physically healthy, particularly in terms of diet, exercise and a balanced lifestyle.
 - Pupils display high levels of self-esteem and self-confidence and develop maturity and independence.
 - Pupils are highly aware that the decisions they make impact on their own and others' well-being.
 - Pupils are highly socially aware and their ability to work and play with others, including to solve problems and for a common goal, is exemplary.

Recommendations

- 3.3 The school is advised to make the following improvements:
- Ensure that targeted learning based on data and assessment is used effectively for all pupils across the curriculum to enable the same excellent outcomes as for those with SEND and younger pupils.
 - Enable pupils, across all areas of the curriculum, to have a clear understanding of what they need to do to improve.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Pupils' study skills are excellent in all year groups. Pupils from Nursery onwards are confident in making their own hypotheses. For example, younger pupils considered with excellent levels of maturity why events may happen, as shown when making predictions of how far their toy cars would roll. Older pupils analysed with considerable skill the results of their shadow experiments in science to debate what this showed about how shadows change throughout the course of the day. Higher ability pupils extend their learning further as they consider which graph would best display their results. Pupils with SEND use their highly developed understanding of their own learning styles to select the activities that will extend their learning. When undertaking outdoor activities, pupils of all ages concentrate, listen to each other and, as a result, complete complex problem-solving activities, such as using rope to enable them to move between two trees without their feet touching the ground. Opening questions in lessons challenge pupils' thinking and inspire analytical conversations. Throughout their subjects, older pupils competently use a variety of sources to analyse and as a result develop their understanding, as for example when considering the conditions on a slave ship.
- 3.6 Pupils' attitudes to learning are excellent in line with the aims of the school. They demonstrate a strong desire to achieve their best, supported by their teachers who pose challenging questions and inspire pupils to strive for excellence. They understand that by working together they can achieve more. For

example, children in the EYFS concentrated efforts as they worked together to re-paint the adventure playground with water and stated confidently, 'You won't recognise it when we have finished'. Pupils show initiative when at play, using the spacious and well-equipped grounds to the fullest extent. Older pupils responded with skill to personalised mathematics questions on percentage decreases, making decisions as to whether they would purchase sale items.

- 3.7 Across the school pupils are engaged and motivated to succeed as a result of their excellent relationships with adults whom they trust and the highly supportive school leadership. The pupils are keen to push themselves to achieve highly in an extensive range of areas beyond the curriculum, including music, sports, art and drama. The excellent willingness and desire of pupils to participate is matched by the strength of the school's provision including, for example, specialist subject activities such as the French trip for pupils in the middle school and, for all pupils, the French day, which celebrates the different countries and cultures which speak French around the world. Many pupils achieve highly in their external music examinations and their interest in developing instrumental skills is strongly motivated by inspiring teaching, such as whole class instruction in playing the ukulele. Sporting achievements are nurtured through extended opportunities outside school, for example in recent county trials in squash and fencing.
- 3.8 The school does not take part in National Curriculum tests, but the available evidence, such as lesson observations, the scrutiny of work and data used by the school, shows attainment to be above national age-related expectations. By the end of the Early Years Foundation Stage (EYFS), most children reach expected levels of achievement with the more able often exceeding these levels. The reports which are provided to parents of EYFS children clearly show the progress made in each area of learning throughout the duration of the children's time in the setting, which addresses a recommendation of the previous inspection. Pupils are highly successful in achieving places at their first choice of senior schools, and several scholarships are awarded each year, including academic, sports, performing and other arts. Overall, pupils of all ages and abilities make at least good progress over time with some, particularly those in the EYFS and those in the youngest years making excellent progress. Pupils with SEND and EAL make excellent progress given their starting points as they benefit from small class sizes and are well supported both in class and by the specialist help support provided by the school. In their pre-inspection questionnaires, an overwhelming majority of parents agreed that teaching enables their child to make good progress and most agreed that the school helps their child develop skills for the future. All pupils responding to the questionnaire agreed that the school gives them the opportunity to learn and make good progress.
- 3.9 Pupils develop good levels of skills, knowledge and understanding across the curriculum. In some subjects, and at some ages, they are excellent, supported by the small groups, high-quality teaching and well-planned lessons, which enable all pupils to make progress in relation to their individual starting points. Pupils display excellent physical skills across the curriculum as a result of teaching that uses the facilities available to their fullest extent. Strong scientific understanding is underpinned by high-quality practical opportunities. Pupils' creativity is excellent, and they produce artistic work that reflects high attention to detail from the earliest ages. Scholarship art portfolios further display the excellence in this area. Pupils' skills in this subject are strongly supported through the robust assessment process which indicates clearly what they need to do to improve even further and encourages pupils to respond when undertaking the next piece of work. As the school is aware, this approach is not as prevalent in some subjects; information gathered from assessment is not always used consistently to enable teaching to provide effective opportunities to enhance progress or to enable pupils to understand what they need to do to improve. Recent initiatives to address this have included the monitoring of teaching and learning to focus on improving the outcomes for all pupils. This has been particularly effective with younger pupils, meeting the recommendation of the previous inspection. In the questionnaires, a very large majority of pupils and parents agreed that the school offers a suitable range of subjects and extra-curricular activities to support the acquisition of knowledge and skills. Inspection evidence supports these views.

Pupils of all abilities develop excellent speaking skills as a result of the many and varied opportunities provided, including debating in philosophy and ethics, performing plays in Latin, religious studies and school performances. The very youngest pupils are able to express their own thoughts and opinions and do so in a way that exceeds age-related expectations. For example, Nursery children were able to retell the *Rainbow Fish* story showing an excellent recall of detail. Pupils attain excellent results at external speaking examinations, with many gaining distinctions. Pupils with SEND are well supported to ensure that their talents are recognised and celebrated in this area. Pupils mostly listen appropriately to the views of others in line with class rules. Occasionally, they become less attentive as a result of excitement or lack of engagement, which limits their understanding of the underlying principles being taught. The content of pupils' written work is of a high standard. Children in the EYFS develop well from mark-making activities through to story writing. The content of their creative writing displays excellent imaginative skills alongside a very well-developed vocabulary. More able pupils have an excellent understanding of poetic writing skills, for example, creating rhyming couplets taking into account syllable pattern, rhyme scheme, personification and other poetic devices. Their high levels of achievement are as a result of excellent teaching and, when used, high-quality feedback which is reinforced by opportunities for pupils to set their own targets. Linguistic skills are used highly successfully in other subjects.

- 3.10 Overall numeracy development is good, with particularly strong progress for younger pupils and those with SEND. This is a result of regular feedback, careful lesson planning based on prior knowledge, and intervention sessions when needed. Pupils across the school are numerically fluent and successfully apply their mathematical skills to other areas of the curriculum. Mathematical general knowledge, such as shape, space and measures, is less-well developed, particularly in older pupils. Occasionally, overall progress is limited by teaching that does not provide sufficient opportunities for the most able to complete complex multi-step problems. Sometimes misconceptions are not explored with pupils as they arise. This relative weakness in mathematical ability is corroborated by data from standardised testing and reviews undertaken by the school.
- 3.11 Pupils use information and communication technology (ICT) competently where equipment allows, and when opportunities are presented. Word processing and power point skills are good. Children in the EYFS successfully and with great enthusiasm used their interactive white board to play a counting game and others used an art programme with confidence to draw their own elephant and then the 'fill' command to design the patchwork. Further to this, the music curriculum creates opportunities for older pupils to develop their skills using a variety of specialist programmes to enhance their knowledge. However, the ICT syllabus, which now includes appropriate knowledge such as coding, has yet to be embedded across the curriculum, limiting overall progress, particularly for older pupils.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils have an excellent understanding of how to stay safe and lead a healthy lifestyle. They know who to speak to if they have a problem or require advice. They have a very well-developed sense of how to look after themselves and in interviews confidently explain the importance of regular exercise, relieving stress and getting enough sleep. This is strongly supported by a carefully designed and comprehensive personal, social and health education (PSHE) programme, which covers topics such as Life Safety: safety tips so as to remain safe on the road, at home, on the internet and social media. High-quality interactions between pupils and the catering team lead to positivity and excellent understanding of what constitutes a healthy diet. This is further reinforced in food technology lessons. In the questionnaire almost all parents and pupils responded positively to questions about the safety of pupils. The ethos of being regularly outside, coupled with wide-ranging and high-quality sports provision and clear identification of pupils' specific needs contribute to the pupils' excellent understanding of the importance of their own well-being.

- 3.14 Across the school, pupils display an excellent commitment to those around them, solving problems and achieving common goals, following the school motto 'Non Nobis Solem' (not for ourselves alone). Pupils have excellent social skills, conversing confidently with one another readily from a very early age. They work together collaboratively and generously to reach a common goal supported by the qualities that are promoted through teamwork in school and out of doors. For example EYFS children take turns to roll cars down a tube, pupils in the middle years help each other weigh ingredients and wash up and dry cooking utensils without prompting, and the oldest pupils seek the opinions of all in the group whilst exploring and investigating chemical reactions and conduction. Pupils get on well regardless of age, ability or gender and as a result make an excellent contribution to the lives of others. They see themselves as members of a community, in which everyone has a vital part to play. Their social maturity by the time they leave the school is outstanding and is reflected not only in fund-raising activities but also projects that support the local community, including becoming members of an intergenerational choir. Older pupils write letters to express opinions and lobby for what they believe is right. Recently these included writing to local councillors asking what will be done to support families affected by recent flooding. The 'green team', made up of representatives from across the school, have ensured a more sustainable way of living for the whole community, setting up a recycling centre, planting trees and adding a herb garden and vegetable patch to the school grounds. Pupils show an excellent understanding of how fortunate they are and enjoy supporting national and local charities by performing a host of activities, including selling their toys, undertaking regular litter picks in the local village or chatting to the elderly when visiting a care home. Pupils with responsibilities, including prefects and heads of house, show excellent qualities of leadership in promoting the ethos of the school.
- 3.15 Pupils from the EYFS onwards are reflective and display high levels of confidence and self-awareness. They show notable resilience as a result of the supportive relationships across the school and demonstrate an excellent awareness of their strengths and weaknesses. For example, pupils with SEND explain with confidence how they address their individual learning needs. They understand that their strengths are promoted and celebrated, for example, through the multitude of awards provided including badges, stars and commendations. As a result, pupils' self-esteem is excellent, successfully meeting the school's aim to celebrate pupils' successes, no matter how big or small, so that they grow in confidence and start to unlock their true potential. Pupils across the school are encouraged to become confident risk-takers in physical situations and, when challenged intellectually, most show high levels of perseverance. The *BBBB* (Brain, Book, Buddy, Boss) system encourages pupils to work through problems using these four resources instead of giving up or simply asking for help straight away. This excellent self-understanding is strongly supported through excellent leadership and management that ensures a caring pastoral support for each individual and as a result meets the aim of the school.
- 3.16 Pupils of all ages show high levels of age-related maturity as they confidently make decisions, understanding that they are important determinants of their own well-being. The youngest children understand the importance of dressing correctly before venturing outside and enjoy the chance to select which activities they undertake. Pupils reflect sensibly on their decisions, for example on their reasons for choosing a particular hobby varying from 'Harry Potter' to 'Ancient Greece'. Pupils' use of the woodland environment constantly encourages them both to take risks and make decisions. They thoughtfully consider the best ways to collect water, how to fasten ropes correctly and the materials needed to create the strongest barricade. They consider and gather the equipment needed to light a fire, ensuring the relevant safety equipment is ready to hand and then carefully place themselves in a direction that avoids smoke blowing into their eyes.
- 3.17 Pupils show excellent moral understanding. From the EYFS onwards they have a strong sense of their responsibility to one another and to their environment; they learn to look after themselves, each other and nature. Pupils' behaviour in class and generally around the school is excellent. They have a clear understanding of right and wrong and when they deviate from this, they are able to explain why their actions were wrong. For example, following the study of cautionary tales, pupils gave examples of their

own experiences of behaviour they would change with hindsight. This is reinforced by staff through the setting of clear expectations. Pupils are proficient at working through the impact of their choices of behaviour. In their questionnaire responses, an overwhelming majority of parents felt that the school actively promotes good behaviour and every pupil who responded felt that the school encourages them to behave well and that they know the sanctions for poor behaviour.

- 3.18 Pupils of all ages develop a strong awareness of the non-material aspects of life. They have an excellent sense of awe and wonder in their natural world because the school day is peppered with opportunities to interact with the environment as they use the school grounds. They develop a true appreciation of nature, understand the changing seasons and have first-hand experience of changeable weather. For example, understanding that high winds created fallen wood that could be collected to make a fire, and that enabled paper aeroplanes to travel large distances. A few flakes of snow elicited a delighted response and the consideration of kind of weather which happens in winter. Pupils have a strong understanding of both their own spirituality and that of others.
- 3.19 The school ensures that the pupils have a good understanding of unfamiliar religions and cultures and they are encouraged to share their own experiences and cultures with their peers. They have a thoughtful and perceptive awareness of British society and the role of the democratic process, public institutions and services and this is reinforced through tutor group debates, the PSHE programme and assemblies. Pupils have a keen awareness of the dangers to themselves and others posed by those who seek to influence their opinions or stifle healthy debate, as seen in Year 7 where form tutors facilitate open discussions on difficult subject matters, for example, social media difficulties pupils may have faced. Pupils understand the importance of treating everyone equally. Adults and older pupils set an excellent example enabling high levels of respect. All members of the school community, from the youngest children in Nursery onwards, are inclusive of those with SEND and those from a variety of backgrounds or with beliefs different to their own. This is supported through the many thought-provoking wall displays, assemblies and pupil discussions.

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, observed a sample of the extra-curricular activities that occurred during the inspection period and attended form meetings and assemblies. Inspectors visited 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 Sara Wiggins

Reporting inspector

Miss Penelope Woodcock

Compliance team inspector (Head, IAPS school)

Mrs Cathy Braithwaite

Team inspector (Head, IAPS school)