



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Town Close School**

**January 2022**

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### School's Details

<b>School</b>	Town Close School			
<b>DfE number</b>	926/6111			
<b>Registered charity number</b>	311293			
<b>Address</b>	Town Close School 14 Ipswich Road Norwich Norfolk NR2 2LR			
<b>Telephone number</b>	01603 620180			
<b>Email address</b>	head@townclose.com			
<b>Headteacher</b>	Mr Christopher Wilson			
<b>Chair of governors</b>	Mrs Sarah Anthony			
<b>Age range</b>	2 to 14			
<b>Number of pupils on roll</b>	452			
	<b>EYFS</b>	80	<b>Years 1 and 2</b>	99
	<b>Prep</b>	273		
<b>Inspection dates</b>	18 to 21 January 2022			

## 1. Background Information

### About the school

- 1.1 Town Close School is a co-educational day school, close to the centre of Norwich. Situated in extensive wooded grounds, it occupies the original Georgian and Victorian buildings as well as purpose built teaching spaces. The school comprises the pre-prep department for pupils aged between 2 and 7 years and the prep department for pupils aged between 7 and 14 years. The school was founded in 1932 and is a charitable trust, overseen by a board of governors. Since the previous inspection, the school has appointed a new headmaster and a new chair of governors.
- 1.2 During the period March to August 2020, the school remained open only for children of key workers. During this period of closure the school provided remote learning materials for all pupils. From June onwards the school also opened for pupils in designated years according to government guidance.
- 1.3 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.
- 1.4 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.
- 1.5 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.
- 1.6 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.7 The school seeks to provide an engaging and creative learning environment in which pupils' individual talents are valued and developed. It aims to challenge pupils to think, question, adapt and collaborate and to enable them to develop their personal skills within an ethos of tolerance and personal responsibility.

### About the pupils

- 1.8 Most pupils live in Norwich or surrounding towns and villages and come from a range of business, farming, professional and academic backgrounds. The school has identified 63 pupils as having special educational needs and/or disabilities (SEND), which include social and emotional, communication and physical needs, all of whom receive additional specialist help. Two pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for 92 pupils, whose needs are supported by their classroom teachers and the learning support department. The needs of pupils identified as being the more able in the school's population are met through the curriculum and the co-curricular programme of activities.

## 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, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. 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 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 up to Year 6 and relationships and sex education in Years 7 and 8 except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 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'.**

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 throughout the school achieve at extremely high levels in relation to their ages and abilities.
- Pupils demonstrate excellent skills, knowledge and understanding in all aspects of the curriculum.
- Pupils' communication skills are developed to the highest level across the curriculum. Extremely attentive listeners, they express themselves eloquently in both the spoken and written word.
- Pupils' attitudes to learning are excellent and highly developed for their ages.
- Pupils display a mature ability to analyse, synthesise and hypothesise.

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

- Pupils are extremely self-confident and speak with great maturity about their readiness for the next stage in their education.
- Pupils demonstrate a maturity well beyond their years when making decisions about their work, friendships, futures and well-being.
- Pupils are highly respectful of others in the school community, whatever their culture or faith.
- Pupils have an excellent awareness of the importance of maintaining a balanced lifestyle in both body and mind and of how to stay safe online.

#### Recommendations

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

- Enabling pupils to use their information and communication technology (ICT) skills further across the curriculum so as to enhance their learning in other subjects.
- Enabling pupils to contribute positively to wider society in addition to their school and local community.

#### 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 attain levels of achievement which often exceed expectations for their ages and abilities, as evidenced in standardised and school assessments, lesson observations and pupils' work. Pupils make good and often excellent progress due to the high-quality teaching they receive,



combined with school leaders' judicious analysis and sharing of assessment data and academic concerns. This allows the school to be swift to recognise and support the needs of individual pupils which in turn enables them to accelerate their progress as required. Pupils with SEND achieve well in relation to their abilities in response to personalised strategies for their learning. Pupils with EAL often perform at high levels, whilst those who are identified as the more able in the school's population achieve at the highest levels in their work and in gaining scholarships and awards at their chosen senior schools.

- 3.6 Pupils demonstrate excellent skills, knowledge and understanding in all aspects of the curriculum. Their performance in the performing arts is of a particularly high standard, as is their work in art and design technology (DT), seen on display around the school. Children in the EYFS display exceptional levels of understanding in response to the challenging curriculum and teaching which is tailored to their individual needs and abilities. As they move through the school, pupils apply a range of high-level skills with great success across their learning in humanities, science and languages, benefiting from specialist teaching, educational visits and themed events. When discussing the difference between weather and climate, Year 2 pupils explained that weather is what happens on a single day whilst climate is over time; whilst those in Year 6 showed excellent progress over time in the production of their Ben Heine inspired self-portraits. In their responses to the questionnaire, a small minority of pupils disagreed that most lessons are interesting, although most said that their teachers know their subjects well. Pupils who spoke to inspectors agreed that all but a few of their lessons are interesting. This was confirmed in observations, where pupils were seen to achieve at high levels in response to engaging and challenging teaching. The governors' appointment of well-qualified staff and provision of plentiful and high-quality resources, together with leaders' oversight of staff training and appraisal have ensured that the school is successful in its aim to provide an engaging and creative learning environment.
- 3.7 Pupils of all ages are extremely articulate and effective communicators. Children in the EYFS talk with great fluency and confidence about their learning, benefiting from positive relationships with the staff, which enable children to feel secure and happy in school. They make rapid progress in reading and writing and apply their communication skills successfully to a variety of experiences, such as when explaining when snow came and how it happened. Older pupils spoke with fluency and animation when acting out conjugated French verbs, and pupils in Year 4 listened with extremely close attention to their partners when describing imagined hidey-holes in English. Pupils display a sincere love of reading and do so at high levels in relation to their ages, encouraged through regular reading times during the school day and opportunities to share their thoughts in class and on the reading tree display. They utilise both reading and writing skills expertly throughout the school day, whether tackling word problems in maths, reading instructions in DT, writing up science investigations or writing about cities in geography. Year 1 pupils write in full sentences in their work using challenging phonics sounds, whilst older ones demonstrated an advanced understanding of the different means by which writing can be enhanced, such as metaphors, similes and foreshadowing.
- 3.8 Pupils display excellent attitudes towards their work and relish opportunities to take leadership in their learning, in fulfilment of the school's aim to encourage pupils to adapt and collaborate. They are productive in both individual and group work, whilst showing independence beyond their years. This confirms the questionnaire views of the vast majority of parents that the school enables pupils to develop these skills. Pupils in Year 2 showed great concentration and engagement when engaged in mathematical challenges using construction bricks. Pupils follow instructions with ease and make decisions about their work readily throughout the day. For example Year 8 pupils showed high levels of initiative in devising bench vaults and straddle sequences in physical education (PE). Encouraged by teaching to strive to do their best, pupils understand the approaches to learning they need to adopt in order to succeed. Arriving in school with an eagerness to learn, they respond positively to the high expectations and guidance characterised in teaching, which encourages a strong love of learning.

- 3.9 Pupils have excellent study skills for their age and increasingly demonstrate these as they move through the school. They respond with great success to the regular opportunities provided for them to solve problems, innovate and explore within the curriculum, drawing knowledge from a wide range of sources. This was evident when Year 8 pupils analysed a secondary source on the siege of Orleans with great insight, and Year 7 pupils considered the inferred meaning of a painting in an English lesson. Pupils demonstrate a mature ability to critique their own and each other's work against given criteria. They give reasons why writing is improved by the use of different techniques and identify ways to improve their creations in DT. They undertake research from an early age, often within a topic-based approach to learning, and present their findings effectively on many subjects including Stonehenge and famous artists. Pupils hypothesise confidently when undertaking investigations in geography and science, and understand the importance of seeking evidence to support their ideas and findings. This demonstrates the school's success in fulfilling its aim to challenge pupils to think and to question.
- 3.10 Pupils are highly numerate, demonstrating a mature understanding of number which they apply confidently to other areas of the curriculum. Children in the EYFS develop a deep understanding of numeracy in response to visual and practical teaching styles and opportunities to apply advanced mathematical concepts in their play, such as when sorting 3D shapes into groups and explaining their actions. Pupils make excellent progress in mathematics as they move through the school, aided by the school's practice of teaching in attainment-based groups from Year 3 onwards which enables pupils of similar ability in the subject to work at appropriate levels. By the time they reach Year 8, pupils are able to solve sophisticated problems and tackle challenges successfully which are well in advance of expectations for their age. Pupils utilise their sophisticated skills on a daily basis, including when creating histograms to show the effects of the Black Death, identifying lines of best fit in graphs to show the solubility of potassium chloride in different temperatures, or measuring accurately in DT lessons.
- 3.11 Pupils show an excellent understanding of a wide and creative range of ICT skills, which they apply successfully across the other aspects of their learning. Children in the EYFS develop high levels of skill and confidence from an early age, using tablets and whiteboards to support their learning about sounds and number, which lays the ground for effective use of keyboards. Older pupils become extremely proficient in their use of coding, design and communication programmes, benefiting from generous resources, including the provision by leaders and governors of tablets for all pupils in Years 6, 7 and 8. They use their skills effectively in other subjects, such as when printing in 3D in DT, composing in music lessons and writing playscripts. Although pupils demonstrate the positive impact on their learning of their use of ICT in some other subjects, discussions with pupils and scrutiny of work indicated that opportunities for them to do so in subjects such as science are provided less frequently.
- 3.12 Pupils achieve at high levels outside the classroom, benefiting from the school's provision of a wide range of opportunities for them to achieve excellence, no matter where their talents may lie. Pupils take part in numerous in-house competitions which allow them to demonstrate their skills in areas such as sport and the arts. They are proud of their successes, which are celebrated in displays, assemblies and the school website, in response to the encouragement they receive from school leaders and governors who actively promote and support the full breadth of activities. Pupils participate successfully at local, county and national level in a variety of sports, developing their skills further outside the school, with the encouragement and support of their teachers. They achieve high levels of success in music, including in external examinations, the county music festival and school ensembles. Pupils' drama skills are well-honed, and evident in accomplished performances on stage in and outside school and through success in external examinations. Pupils have enjoyed considerable success in national and county events involving mathematics, science, quizzing and go-karting. Although a few parents disagreed in the questionnaire that the school provides a suitable range of extra-curricular activities, inspectors found that those available enable pupils to develop a wide variety of skills and individual talents with enjoyment and high levels of success.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are highly self-assured, benefiting from strong connections with staff formed through regular tutor group and house meetings in both prep and pre-prep departments. They demonstrate a mature understanding of themselves and the ways in which they can improve their work. Pupils appreciate the school's recognition of their successes and understand the encouragement teaching gives them to learn from mistakes and take risks in order to learn. A few pupils said in the questionnaire that marking and feedback does not help them to improve; scrutiny of books and discussions with pupils indicated that clear and constructive feedback is given regularly, allowing pupils to understand how to progress. Pupils said that teaching challenges them supportively whilst giving them the opportunity to solve problems themselves, in line with the view of almost all parents that the school helps their child to be confident and independent. Pupils are prepared very well for the next stage in their school career; older pupils spoke about their next schools with great maturity and confidence, reflecting on their readiness for the future.
- 3.15 Pupils demonstrate a maturity well beyond their years in their understanding of how the decisions they make may impact on their own and others' well-being and academic achievement. They understand the importance of supportive friends and of putting effort into their studies so that they can take pride in their future achievements. They make thoughtful decisions about their behaviour, responding positively to the example set in teaching. Pupils value the opportunity to choose a different local charity to support each year, putting great thought into their selections. They explain with clarity how they make their own decisions about how they manage their homework and free time. Children in the EYFS make daily decisions successfully about which activities to engage in, and older pupils often choose which level of task to complete in lessons, enabling them to challenge themselves fruitfully. Year 6 pupils decide which language to study in Year 7 and do so in the understanding that this may have an impact on their choice of school in the future. Older pupils show great maturity when discussing the importance of their choice of senior school in determining their short, medium and long term happiness and success.
- 3.16 Pupils place a high value on the benefits of the opportunities they have to work and play alongside peers from other cultures and faiths. They are sensitive to difference in others and value the opportunities offered to them in school to learn about people who are different to themselves in their lessons, assemblies and through links with a former pupil working in Ghana. Pupils understand the importance of accepting and respecting those who are different from themselves, and do so without any evident effort required, in response to the promotion of equality and diversity in the curriculum and the example set by adults in school. Pupils are knowledgeable about their own culture and the importance of values such as democracy and the rule of law. They behave with consideration towards others in the school community, in accordance with the school's core value of respect for others. Older pupils show good levels of tolerance and respect in relation to matters of gender and sexuality and take a pride in the role taken by the school council in the school's implementation of a gender-neutral uniform. They are eloquent in their understanding that equality is paramount, regardless of differences in religion, background or circumstances, as seen in a discussion about the possible reasons for the mainly white depiction of Christ in art.
- 3.17 Pupils have a mature appreciation of the importance of a healthy lifestyle, not only physically but mentally. They have an excellent awareness of how to take care of themselves in circumstances ranging from crossing the road on the way to games to staying safe online. They appreciate the provision of healthy options at lunchtime and demonstrate an excellent understanding of physical health. Pupils showed an excellent understanding of the benefits of exercise in a science lesson on the function of the lungs. Pupils understand the ways in which they can nurture their own well-being, including through the ample resources provided by the school to support them. They show a wisdom beyond their years when explaining the importance of the ready availability of the school counsellor, learning support staff and other adults in school with whom they may discuss their concerns. They

talk with enthusiasm about the benefits of 'talk and share' sessions, mindfulness activities and time spent with the school therapy dog in maintaining their mental health.

- 3.18 Pupils demonstrate high levels of appreciation of non-material aspects of life. They speak with eloquence and consideration about what matters most to them, placing a high value on friendship, relationships, families and love. Children in EYFS appreciate the ways in which each other's parents help them learn about other cultures. Older pupils demonstrated maturity and empathy when reflecting on the impact that charitable giving can have, particularly with regard to a current charity which supports a local children's hospital. Pupils have a highly developed sense of respect for all, and value the non-materialistic aspects of their lives, such as friends and family, over possessions. They have a mature understanding of the impact on their well-being and happiness of choosing a job they will enjoy. Pupils in Year 6 demonstrated a deep spiritual understanding when discussing the need and importance for quiet reflection in a place of worship. Others expressed an appreciation of the times and places where they can think quietly and reflect in school, including in assemblies and the school grounds.
- 3.19 Pupils' behaviour reflects their excellent understanding of the rules of school and wider society. They respond readily to their teachers' high expectations, and their behaviour in class contributes to their highly effective learning. Pupils accept responsibility for their own behaviour with especial regard for the 'Town Close Way', which they readily quote and see as the foundation on which they determine their actions. Whilst understanding that they and others may make mistakes from time to time, they are confident that the school helps them to resolve any issues that they are not able to address themselves. They feel well supported by the close communication maintained between school and parents when such occasions arise. Although a small minority of pupils said in the questionnaires that pupils are not kind and respectful towards each other, inspection evidence shows that pupils are highly aware of the need to behave well and are quick to identify and address any exceptions to the rule. Pupils are aware that sanctions exist for those who do not do the right thing, although those interviewed were adamant that incidences of bad behaviour are very rare.
- 3.20 Pupils fulfil a wide range of meaningful positions of responsibility effectively throughout their time in the school, supported and encouraged in their activities by school leaders, who maintain direct links with the school council. Children in the pre-prep department fulfil roles such as line leaders and 'top birds' in their houses, whilst older pupils take on responsibilities which include digital and library monitors, watering plants and acting as buddies for younger peers. By the time they leave the school, pupils have a great sense of responsibility towards others and proactively look to better the lives of others in the school community as eco, food or school council members, house or sports captains. Older pupils set a high example in their approach to adults around the school in following their prefect roles and Year 7 pupils support the well-being of pre-prep pupils at playtime in the summer term. Pupils expressed enthusiasm for being able to return to helping to look after younger pupils following lockdown restrictions as they feel such activities help to promote kindness and a sense of community. Pupils have a mature understanding of the impact their charitable giving can have on others in their local area, although opportunities for them to contribute to the wider community through charitable events are limited.
- 3.21 Pupils are highly collaborative when working with others to achieve common goals. Pupils demonstrated excellent social awareness and the ability to work effectively with others in the house meeting quiz, where all were able to contribute, encouraged by each other and motivated by a well-planned and effectively presented activity. Pupils interviewed spoke with great confidence and maturity about how effectively they work with others. They relish opportunities to work purposefully together to achieve excellent results on sports activities, research projects, art creations, and during child-initiated play in the EYFS. Pupils work successfully and productively as a team on the school council and when running stalls for charitable events. Almost all parents agreed in the questionnaires that the school helps their child to develop strong social and teamwork skills. As they move higher up the school, pupils work at extremely high levels of collaboration in a range of activities which have

been initiated by school leaders and governors in recent years. These include the adventure skills academy, where pupils successfully build dens and cook together and the Greenpower challenge, where Year 7 and 8 pupils join together to participate in constructing and racing an electric car, achieving high levels of success when competing against much older competitors.

## 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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house 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

Mrs Karen Williams	Reporting inspector
Mrs Sarah Hollis	Compliance and team inspector (Headteacher, IAPS school)
Mr Simon James	Team inspector (Headteacher, IAPS school)
Mr Richard Palmer	Team inspector (Former headteacher, SoH school)