



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

York House School

December 2019



Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	6
PART 5 – Premises of and accommodation at schools	6
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
3. Educational Quality Inspection	8
Preface	8
Key findings	9
Recommendations	9
The quality of the pupils' academic and other achievements	9
The quality of the pupils' personal development	12
4. Inspection Evidence	14

School's Details

School	York House School			
DfE number	919/6128			
Registered charity number	311076			
Address	York House School Sarratt Road Croxley Green Rickmansworth Hertfordshire WD3 4LW			
Telephone number	01923 772395			
Email address	yhsoffice@york-house.com			
Headmaster	Mr Jon Gray			
Chair of governors	Mrs Leigh Keating			
Age range	3 to 13			
Number of pupils on roll	390			
	Upper School	42	Middle School	101
	Lower School	89	Pre-Prep	88
	EYFS	70		
Inspection dates	03 to 05 December 2019			

1. Background Information

About the school

- 1.1 York House School is an independent co-educational day school for pupils aged between 3 and 13 years. It is owned by the York House School Trust and is overseen by a board of governors who are the trustees.
- 1.2 The school was founded in 1910 and moved to its current location, near Croxley Green in Hertfordshire, in 1966. It is structured into four sections: Pre-Prep (which includes EYFS, Years 1 and 2), Lower School (Years 3 and 4), Middle School (Years 5 and 6) and Upper School (Years 7 and 8).
- 1.3 Since the previous inspection, the school has broadened the curriculum, increased opportunities for activities, introduced outdoor education and developed a school smallholding.

What the school seeks to do

- 1.4 The school aims to educate the pupils to the highest standards and achieve senior school results that compare favourably with competitors. It strives to offer a breadth of high-quality experiences in outdoor learning, art, sport, music, drama, and a wide range of extra-curricular activities. It aspires to develop positivity of outlook, leadership and self-reliance in all pupils through successful and caring relationships and rewards.

About the pupils

- 1.5 Pupils come from a mix of ethnic and cultural backgrounds living in villages and towns close to the school. Nationally standardised data provided by the school indicate that the ability of the pupils is above average. No pupil in the school has an education, health and care (EHC) plan. The school has identified 52 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia & processing issues, 42 of whom receive additional specialist help. English is an additional language (EAL) for six pupils, two of whom receive additional support. Data used by the school has identified 33 pupils as being the more able in the school's population, and the curriculum is modified for them and for 11 other pupils because of their special talents in sport.

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 pupils 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'.

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils are highly articulate, have strong communication skills and achieve excellent levels of attainment in all areas of literacy.
 - Pupils' learning is greatly enhanced through the many opportunities for collaboration with peers.
 - Pupils successfully use a variety of information and communication technology (ICT) to extend learning across the curriculum.
 - Pupils participate fully in the extremely varied range of extra-curricular activities and trips that contribute greatly to their overall educational experience.
 - Pupils routinely reflect on their work in order to improve it further.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils have extremely positive attitudes to school life and work.
 - Pupils effectively use the school's values as a clear code of what is expected of them.
 - Pupils have high self-esteem, are extremely confident and show mature levels of self-discipline.
 - Pupils prosper through the many opportunities for collaboration within and across year groups.
 - Pupils develop a broad range of inter-personal skills through the wide-ranging extra-curricular programme, the range of school trips and activities and the outdoor education provision.

Recommendations

- 3.3 The school is advised to make the following improvements:
- Plan the use of ICT across the curriculum throughout the school to enable pupils to broaden the application of their skills in technology across the curriculum.
 - Ensure marking is consistent across all subjects for the older year groups to enable pupils to learn from their mistakes.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils of all ages and abilities demonstrate excellent communication skills. They listen intently and talk animatedly about the opportunities they are given for public speaking through poetry recitals, speech and drama examinations, and in form and house meetings. They regularly use well-developed reflective skills, encouraged by highly professional staff who are passionate about pupils exploring ways to make their work even better. Children in the early years readily engage in meaningful conversation about their families and enthusiastically describe what they like about school. Older pupils use appropriate vocabulary maturely in different contexts, as seen in art when presenting their ideas on Paul Nash's iconic depictions of World War 1. Pupils of all ages and abilities delight in reading. The youngest children were confident in sounding out simple three-letter words. Use of an accelerated reader scheme enables pupils to monitor their progress and focus on aspects to develop. Pupils listen attentively and follow instructions carefully, whether given by the teacher or on a computer. Excellent writing skills, which were observed across all age groups and abilities, were applied consistently well across the curriculum. Older pupils were skilled in using a range of strategies such as rhetorical questions and persuasive techniques when preparing for a debate based on the novel *Animal Farm*. They were highly focused and worked diligently as they collaborated with their peers on the task. They

showed considerable awareness of audience, purpose and form, and wrote accurately in a number of genres.

- 3.6 The attainment of pupils of all ages and abilities is excellent. Senior leaders ensure appropriate support is rapidly put in place for individuals or groups across the whole school in order to raise achievement, and work is carefully matched to the pupils' ability to ensure that lower attainers achieve well and have high self-esteem. As part of the school's initiative to raise achievement, the curriculum leadership team critically analyse a wealth of data to effect this, thus addressing two recommendations from the previous inspection. Pupils identified as more able in any aspect of the curriculum are strongly challenged and as a result they prosper, well supported through the Exceptional Performers Group. Sensitive, caring teaching in the early years ensures that individual needs are catered for, enabling all children to make significant progress. Most achieve the expected learning outcomes by the time they finish Reception, and in many cases exceed them. Pupils are highly successful in examinations due to the school's structured approach to the curriculum and the school's internal assessment and tracking system. They thrive on ambitious targets set by staff who have an exceedingly good understanding of the strengths, weaknesses and preferred learning styles of each child. The school is effective in meeting its aim to educate pupils to the highest standards and to get its pupils to the senior school of choice.
- 3.7 Throughout the school, pupils develop excellent knowledge in many areas of learning and acquire skills that help them to apply their understanding, in line with the school's aims. In the early years, children engage wholeheartedly in their learning and happily work together in pairs and small groups as highly professional staff include children's personal interests when planning how the curriculum will be covered. The school ensures that early years staff are fully involved in every aspect of academic and pastoral development, as recommended at the previous inspection. Older pupils thrive as they increase their knowledge, understanding and skills across a broad and well-balanced curriculum which offers a generous amount of time for sport and creative activities. Experienced staff ensure the many opportunities for collaboration across the curriculum adds positively to pupils' depth of knowledge and genuine enjoyment of learning. Pupils of all ages and abilities make significant progress in literacy, numeracy and science in response to high expectations from teaching. They achieve well in creative subjects due to inspirational teaching by enthusiastic staff. Younger pupils skilfully manipulated digital images on the computer to create impressive pictures in art. The all-round development of pupils is greatly enhanced by the vast range of extra-curricular activities they pursue, ranging from cheerleading to music-making on electronic devices, Taekwondo to sailing. The extensive programme of outdoor learning, residential trips and visits available to them including expeditions in Britain and abroad further advances their team-building and leadership skills.
- 3.8 Pupils of all ages and abilities achieve high levels of attainment in numeracy and they apply their knowledge and skills effectively to other areas of learning. The youngest children demonstrate strong numerical skills and talked knowledgeably as they eagerly shared their work on addition. Younger pupils clearly explain place value to 1000, and are confident in selecting the correct computational skills to solve simple mathematical problems. They understand the properties of 3D shape and can point to five-minute intervals on an analogue clock. The more able pupils are highly skilful in calculating equivalent fractions. Older pupils were quickly able to find the mean, median and mode of a series of eight numbers and could articulate clearly where such measures might be useful in everyday situations. Pupils of all ages use a range of ICT successfully to present data in different ways to support and extend their learning in numeracy, and older pupils used statistics to accurately calculate the probability of impact in an earthquake zone.
- 3.9 Pupils of all ages and abilities develop excellent technological skills which they usefully employ across the curriculum; these include word-processing, creating presentations, handling data, manipulating digital images, robotics, animation and micro-bit coding. The youngest children explained clearly how they use tablets to take photographs and use art software to colour pictures on devices. Young pupils eagerly explained how they make programmable robots travel and turn through right angles to change

direction. They confidently used movie-making software to create a video about the 'York House Way'. Older pupils demonstrate excellent skills when using a learning platform on a portable device for independent research and classwork, for example, when studying causal evidence to predict the likelihood of an earthquake in New Zealand, and when seeking advice to help improve sentence structure in French. Although the ICT curriculum successfully draws on subject knowledge in other topics, it is not routinely planned for across the curriculum to maximise pupils' learning.

- 3.10 Pupils of all ages develop extremely strong study skills that support learning across the curriculum. Excellent hypothesising was observed in science as young pupils explained that a snowman made from ice cubes without the 'blanket' would melt before one with, because the blanket stops heat being transferred to the snowman from the air around him. They successfully used a range of skills when working collaboratively to create a set of instructions to enable a robot to make a sandwich. Older pupils skilfully reached a conclusion based on the evidence they had gathered and carefully analysed secondary evidence in history. In science they conscientiously apply the personal qualities of being a scientist, for example, observing keenly and asking probing questions, to the practical work of investigating materials, and they reflect on their work to identify the next steps in their learning. Throughout the school, higher-order skills are positively advanced in ICT through different levels of programming, manipulating images and robotics. Older pupils acquire excellent research skills during the Trivium, a weekly period on the timetable where skilful staff train pupils to develop higher level skills such as skim-reading, summarising and paraphrasing.
- 3.11 Strong, purposeful leadership ensures pupils achieve excellent results in competitive entry examinations to local independent and maintained grammar schools with almost all gaining places at their school of choice, and a small number of pupils being awarded scholarships. They achieve creditable results in external instrumental, singing, speech and drama examinations. Pupils across the school grow in confidence and self-esteem through regular participation in school plays and recitals. Encouraged by enthusiastic staff, they achieve a high level of success in competitions arranged by local independent schools. Pupils participate keenly and successfully in a number of inter-school sporting events. Teams achieved regional honours in football and badminton, and pupils enjoy considerable success in local cross-country events. Girls regularly win medals at prep school tournaments in hockey and netball, successfully competing against schools with considerably more girls. The school warmly celebrates the successes of pupils coached at school in competitions out of school, with individual pupils gaining regional honours in football, tennis, table tennis, swimming, hockey and fencing. Pupils are rightly proud when a variety of awards are presented in assembly for academic work such as 'artist of the week', music and sporting successes.
- 3.12 Pupils of all ages and abilities have extremely positive attitudes to learning. They are aware that through hard work, resilience and regular reflection they will learn and improve, and can clearly articulate why it is important never to give up. Pupils exhibit extremely positive attitudes to their tasks. The youngest children concentrated hard to write the sounds they heard using individual white boards. Older pupils showed great enthusiasm in French as they communicated confidently, checking vocabulary resources when unsure to support their answers; they were fully committed when participating in a games session on rugby skills, regardless of their level of proficiency. Pupils work collaboratively and take a strong lead in their learning, encouraged by supportive, expert staff. As such, they feel confident to take risks in their learning, and to approach a problem from different angles in order to solve it. Senior leaders have ensured the school has constructively fulfilled the recommendation of the previous inspection to strengthen opportunities for independent learning, particularly for older pupils, by the successful introduction of innovative strategies including the outdoor learning programme and a whole-school focus on assessment for learning.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages and abilities, including those with SEND, EAL and the more able, have high levels of self-knowledge, self-discipline and resilience, and the school successfully meets its aim to aspire to develop positivity of outlook, leadership and self-reliance in all pupils. The youngest children demonstrate positive learning habits which are supported through motivational displays around the school, such as the 'Learning Superheroes' in the early years. Pupils take charge of their own learning from an early age and are able to see what the next steps in their learning are: the youngest children showed confident self-assessment as they indicated whether they agreed or disagreed with a comment by putting their thumbs up or down. Older pupils understand the assessment and marking criteria of 'purple for pride and green for growth', and positively state how it helps them reflect on their work and move forward. However, in the older years, marking is not consistent across all subjects to enable pupils to learn from their mistakes. Supported by excellent teaching, pupils thrive on the many opportunities in the curriculum to develop their self-knowledge, self-confidence and self-esteem. Senior leaders ensure that pupils are extremely well prepared for and fully equipped for the next stages in their school career.
- 3.15 Pupils of all ages develop a strong awareness of spirituality. They are eager to find out about different faiths through religious education (RE) lessons and assemblies, and they value the time given them to contemplate their own beliefs and those of others. They express their hopes and concerns and readily ask thoughtful questions about other religions and philosophies. Younger pupils know how to calm themselves by using different yoga stretches or breathing techniques. Older pupils reflected sensitively on the different personal qualities of the characters in *Animal Farm* in order to acquire a philosophical understanding of how they had evolved over time. Pupils develop a firm appreciation of the non-material aspects of life as they are given time and space to reflect. They greatly appreciate the beauty of the outdoor environment, and they delight in the freedom to work with animals on the smallholding, to wander around the magnificent grounds and to simply be.
- 3.16 Through the palpable reflective culture in the school, pupils of all ages and abilities quickly come to learn that the decisions they make have a direct bearing on their own success and well-being. In the questionnaires, staff unanimously stated they felt pupils developed effective decision-making skills both inside and outside the classroom. Open-ended questioning by staff in the early years carefully guides and encourages children to think about the choices they make. Across all aspects of school life, staff help pupils to understand that everyone has a choice when making decisions, and that good decisions often result in praise and reward. On the other hand, pupils explained that making the wrong decision can be the first step in learning, and they value greatly having a diverse range of learning opportunities whereby decision-making, self-reliance and resilience are instilled.
- 3.17 Pupils of all ages are polite, respectful and courteous towards staff and their peers. In the questionnaire, the overwhelming majority of pupils and parents felt that the school actively promoted good behaviour. Pupils are well behaved, both in lessons and around school, and they accept responsibility for their own behaviour, including towards others. The leadership team have successfully instilled the York House Way as the backbone of good behaviour: through regular activities promoting and reflecting on these values, pupils develop a clear concept as to why rules should be followed in schools and other communities so that they function in a fair and organised way. Pupils respond positively to a range of initiatives that allow them to understand and regulate their own behaviour and develop personal responsibility, such as a class charter and mood meter, the bullying prevention oath and class discussion. As such, pupils are clearly able to distinguish right from wrong, and show a keen sense of fair play.
- 3.18 Pupils develop strong social awareness through the many opportunities provided for teamwork, problem-solving and collaboration across year groups. Older pupils stated they felt the school actively promotes high levels of social awareness through the positions of responsibility they are given. The

youngest children talked positively of how they liked working in pairs and small groups so they could share ideas. Older pupils talked excitedly about house days and competitions that enable them to collaborate on the challenges they are set and work effectively in mixed-age teams to achieve common goals, whilst receiving little input from staff. The oldest pupils showed excellent collaborative skills as they rehearsed a dramatic fight routine from Romeo and Juliet, offering constructive feedback on each other's performance in order to refine the end result. Pupils are encouraged to work out problems for themselves and comment that they are taught to consider the other person's point of view.

- 3.19 Pupils develop strong leadership skills and contribute positively to the school community through performing the wide range of duties they do. Younger pupils thrive on the class responsibilities, and the oldest pupils conscientiously perform the varied leadership duties they are given, such as kindness captains, prefects and form captains. Pupils make practical contributions to improving the environment, for example by diligently collecting rubbish around the school, thus contributing to the school's aim to leave the place better than when you found it. They create productive links with local schools and other groups in the local community through shared use of sports facilities. Pupils grow in self-esteem through opportunities to fulfil responsibilities and actively contribute to the lives of others, for example through participation in initiatives such as International Women's Day and Young Enterprise. They participate fully in charity events throughout the year, such as the sponsored swim and World Book Day, and the choir delights in entertaining members of a local centre for the blind.
- 3.20 Pupils show great respect for those of different faiths, backgrounds and traditions. They greatly value the diversity within the school and are mindful of the needs of others. In the questionnaire, the overwhelming majority of pupils, parents and staff felt that the school was successful in promoting democracy, respect and tolerance. Pupils listen attentively in assemblies, in personal, social, health and economic education (PSHE) or RE while those of other faiths and backgrounds share their experiences from home, such as preparing for a bar mitzvah or first communion. Through their study of other faiths, including Islam, Christianity and Judaism, pupils learn to appreciate and reflect on the diversity in their community and across the world. Pupils are very accepting of each other, supported by the school's values espoused in the 'York House Way', and genuinely see no difference between pupils from the various ethnic groups represented in the school.
- 3.21 Pupils of all ages are highly aware of how to stay safe and keep healthy in school. They are aware of the potential hazards on the school site and know why sensible rules are in place to ensure their safety. The youngest children know why they must wash their hands to get rid of germs after playing outside. Older pupils were easily able to articulate how to be safe when using iodine in the science laboratory. Pupils are extremely alert to staying safe online and benefit from input from staff, including regular safety updates. They understand the rationale behind age classifications for online gaming. They know why they need to be physically healthy and appreciate the supportive role of the school's mental health and well-being team. Pupils understand the importance of diet, regular exercise and a balanced lifestyle.

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, the chair and vice-chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended an assembly. 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

Dr Wendy Bowring	Reporting inspector
Mr James Ashcroft	Compliance team inspector (deputy head, IAPS school)
Mr Joe McKinney	Team inspector (headmaster, IAPS and ISA school)