



ISI Independent
Schools
Inspectorate

Regulatory Compliance and Educational Quality Inspection Report

Ibstock Place School

November 2022

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School's Details

School	Ibstock Place School			
DfE number	212/6040			
Registered charity number	1145565			
Address	Ibstock Place School Clarence Lane London SW15 5PY			
Telephone number	020 88769991			
Email address	reception@ibstockplaceschool.co.uk			
Headteacher	Mr Christopher Wolsey			
Chair of governors	Mrs Gabby Covill			
Age range	4 to 18			
Number of pupils on roll	1009			
	EYFS	19	Prep	217
	Seniors	618	Sixth Form	155
Inspection dates	29 November to 1 December 2022			

1. Background Information

About the school

- 1.1 Ibstock Place School is a co-educational independent day school which was founded in 1894 and now occupies a ten-acre site on the edge of Richmond Park in London. The school comprises: the preparatory school, including Early Years; and a senior school, including a sixth form, all located on a single site. The governing board takes responsibility for the management of all aspects of the school. Since the previous inspection, the school has opened a new refectory, developed a new wellbeing centre, redeveloped the prep school, opened a new forest school classroom, extended provision for the music school and installed a new climbing wall.

What the school seeks to do

- 1.2 The school aims to encourage inquisitive and imaginative pupils to challenge ideas and to make well-informed decisions. It seeks to instil values of honesty, integrity, tolerance, courtesy and respect, and it encourages pupils to be healthy and resilient as they pursue excellence.

About the pupils

- 1.3 Pupils come from families with a variety of backgrounds who live in the surrounding London boroughs. Data provided by the school indicate that the profile of the prep and senior schools is above average. The school has identified 146 pupils as having special educational needs and/or disabilities, of whom 48 pupils receive additional support. One pupil has an education, health and care plan. English is an additional language for 66 pupils, 13 of whom receive additional support. The curriculum is modified for pupils identified as the most able or as having a particular talent.

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 (EYFS) 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 REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, and 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 In the prep school, 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 In the senior school, the school's GCSE and A-level results in the years 2019 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 Pupils receive relationships education in the prep school and relationships and sex education in the senior school, 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.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.9 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.
- 2.10 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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 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

2.13 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.

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

PART 6 – Provision of information

2.15 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.

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

PART 7 – Manner in which complaints are handled

2.17 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.

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

PART 8 – Quality of leadership in and management of schools

2.19 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.

2.20 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' success in formal assessments and external examinations is excellent and reflects the success-driven school culture.
- Pupils' communication skills throughout the school are excellent.
- Study skills are highly developed across the school as seen in pupils' written work and in their independent learning.
- Pupils' enthusiasm and attitudes for learning are exemplary across all age groups.
- Pupils' ICT skills are excellent; however, the routine use of ICT in lessons is less well developed in the senior school.

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

- Pupils of all ages are fully supportive of the ethos of the school and successfully embody the school's values.
- Pupils' self-confidence, self-esteem and self-knowledge are highly developed.
- Pupils' self-awareness, self-confidence and resilience for their age are excellent.
- Pupils of all ages have exceptionally positive and well-developed relationships with staff.
- Pupils' behaviour throughout the school is exemplary.

Recommendation

3.3 The school is advised to make the following improvement.

- Strengthen the pupils' development and application of transferable information and communication technology (ICT) skills, in particular in the senior school.

The quality of the pupils' academic and other achievements

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

3.5 Pupils of all ages, including those in the Early Years Foundation Stage (EYFS), make rapid progress in their learning and development relative to their starting points. Data provided by the school show that a good number exceed the expected level of development for their ages. Nationally standardised tests in the prep school and baseline assessment in the EYFS together with evidence from lesson

observations demonstrate that attainment is above national age-related expectations. Pupils' results in assessment tests over time and examinations such as GCSE and A level are strong, and achievement, as seen in lessons and work scrutiny, is excellent. Value-added for GCSE is high and at A level it is also strong, and this demonstrates the progress pupils make given they start from a relatively high base. Pupils with SEND, and those with EAL, perform equally as well as their peers in lessons, and support for pupils with specific difficulties is comprehensive and helps pupils to achieve. In response to the pre-inspection questionnaire, a very large majority of pupils agreed that the school helps them learn and make progress although a small minority felt that some lessons were less interesting. Inspection evidence shows that a great deal of the teaching, in all sections of the school, captures the interest of the pupils of all abilities and challenges them. Pupils achieve well because they are relaxed within the classroom and are motivated to achieve by teaching that stretches, challenges and excites them. In the sixth form, the majority of pupils proceed to universities with demanding entry requirements. Pupils with SEND and the small number of pupils with EAL make good progress because they receive well-targeted support within the school. Many pupils commented on the help and encouragement they receive from supportive, experienced and dedicated staff when they encounter problems and need help with their work.

- 3.6 Pupils throughout the school exhibit excellent knowledge, skills and understanding across the curriculum. They demonstrate a unique ability to draw information from a wide variety of resources which they articulate effectively. This is well illustrated in the sixth-form publication *The Wall*, which is a series of excellent well-researched articles on topical themes. Pupils demonstrate an excellent work ethic in classes, listening to others and contributing thoughtfully to lessons as seen in a Year 11 English lesson, in which pupils were reflecting on their understanding of Shakespeare's use of form and sound. Pupils are expressive and highly creative in art producing dynamic and eye-catching pieces as seen in A-level art and in displays throughout the school. Pupils benefit from opportunities to develop independent research such as in the Year 10 and 11 higher project qualification (HPQ) and in the sixth form in the extended project qualification (EPQ), as seen in a high-level investigative research project into the economic and technological solutions to contain overfishing and in an article for *The Wall* publication on containing the damaging effects of our plastic addiction. Pupils' communication skills at all levels are well developed. Most lessons include high levels of pupil-teacher interaction, and pupils are mostly articulate in their views as seen in debates and discussions. Further examples include pupil generated discussions in the 'THINK' club and in the Afro-Caribbean, Asian and Allies Society (ACAAS), a society which focuses on issues appertaining to race and diversity. In a Year 6 mathematics lesson, pupils communicated their reasons effectively for selecting materials for their Venn diagram to the rest of the class and, in Year 7 art, pupils communicated eloquently their feelings about the task and artwork when deciding on colours or textures to layer on to their work.
- 3.7 Pupils' numeracy skills are highly developed, and this supports the science, technology, engineering and mathematics (STEM) ambitions of the school as a whole. Pupils of all age groups across the school, including in EYFS, apply their mathematical skills very successfully, not only in mathematics lessons but in other areas of school life, both in and out of the classroom. For example, Year 5 pupils in a mathematics lesson were very excited in successfully applying mathematics in a practical way to calculate the correct ingredients required to bake a variety of cakes. Results in IGCSE and in A-level mathematics and further mathematics are consistently strong, and the department also offers mathematics courses for parents to support aspects of the IGCSE curriculum. Additionally, pupils are able to attend extension clubs focusing on problem solving and application. The pupils are highly skilled in the use of information and communication technology (ICT), and this is particularly well developed in the prep school in a cross-curricular sense. Prep school pupils spoke of the opportunities they had in science lessons to give IT presentations at the end of topics, which they presented to the class. Pupils as a result benefited from an exciting opportunity to share their learning with their peers. In the senior school there is extensive use of ICT in music, as seen in a Year 10 music lesson and in Year 8 design and technology. In addition, pupils spoke positively of the use of IT in their HPQ and EPQ project work. However, observation of lessons and discussions with pupils and staff highlighted that

there is not yet sufficient opportunity within senior school teaching and learning for pupils' use of ICT on a regular basis. Staff and the school leaders acknowledge that the use of ICT in a cross-curricular sense within the senior school is a priority in terms of the school's development planning.

- 3.8 Pupils' study skills are excellent. Study-skill development is embedded across the school and evident in the way that pupils apply themselves to their work, as seen in and outside of lessons. Higher-order thinking skills were evident in lessons, most especially in mathematics and science but also as seen in a Year 10 English lesson in which pupils were working collaboratively to analyse a passage from George Eliot's *Silas Marner*. Pupils in such lessons are encouraged by teachers to think for themselves and in doing so hypothesise and challenge their own thinking where there is doubt. In the prep school, lesson observations demonstrate that pupils are encouraged to build and develop their study skills within an environment where pupils are able to take safe risks. Pupils' academic and other achievements are a real strength of the school, they excel in many different areas both on the academic front but also in sport, drama and outdoor pursuits. The school recently won the national 'Shine Media Awards' for best inhouse magazine, and pupils regularly perform for high-quality organisations such as with the National Youth Jazz Orchestra, the London Schools' Symphony Orchestra, and The London Children's Ballet. In sport, pupils enjoy representation at county level in athletics, cricket, cross-country, hockey, netball, swimming, as well as in the finals of the English Schools Football Association (ESFA) cup. Pupils' high level of success in sport and non-sporting activities is promoted by their enthusiasm to represent the school together with the encouragement given by staff and leaders. Pupils are able to play representative games across many sports, and this is as a result of the excellent facilities available, the enthusiastic coaching provided by the staff and the pupils themselves who are driven by a 'can-do' culture. During the visit, there was an air of excitement around the school as pupils in the senior school prepared for this term's musical production, *We Will Rock You*, whilst those in the prep school were preparing for the Christmas Nativity production.
- 3.9 Pupils' attitudes to learning are exceptional. They take a pride in their work and show initiative and independence, whilst being keen to work collaboratively. This was evident in the work scrutiny samples and in discussion with inspectors. Pupils in the prep, senior and sixth form were able to show evidence, some using their ICT devices, of independent learning they had undertaken. These included skills they had employed to tackle challenging homework, appropriate to their competency levels. For example, as seen in a Year 11 lesson in which pupils were engaged in HPQ projects discussing the effectiveness of youth prisons and the paradox of listening to sad music. Pupils across the school are focused and determined to succeed in their academic studies and in doing so take ownership of their learning by developing reflective practice, whilst acting on the advice they are given by their teachers. Pupils explained that teachers' marking of their work gives clear direction on possible areas of improvement and helps the reflective process and, as a consequence, better focuses them on how to progress further. Pupils in the pre-prep and prep take lunch together, chatting happily with each other, demonstrating consideration for each other through positive attitudes and following the school's behavioural expectations. The pupils' passion for learning is embedded in the learning ethos of the school, is promoted effectively by senior leaders, and is enthusiastically taken on board by the pupils. Governing board members support pupils' achievements by carefully reviewing matters relating to learning and achievement on a termly basis. Additionally, board members are promoting a stronger culture of governor involvement by increasing the frequency of lesson visits to develop a deeper familiarity with pupil learning outcomes.

The quality of the pupils' personal development

- 3.10 The quality of the pupils' personal development is excellent.
- 3.11 The school is successful in meeting its aim to instil in its pupils the values of honesty, integrity, tolerance, courtesy and respect. Pupils of all ages respond positively to the high standards and expectations set by both teachers and governors and there is a strong sense of community, belonging and shared focus. Pupils are extremely self-confident without being overbearing. They show notable

resilience, and discussions with pupils confirmed that they have a very clear and objective understanding of how to improve their performance both academically and in a co-curricular sense. For example, pupils in an EYFS lesson demonstrated high levels of confidence by stepping up and moving to the front of the class to answer questions and, in a number of cases, without being prompted to do so. Older pupils in the senior school feel very much in control of their own futures, because of the careers advice and support on offer. They say they are well prepared by the school for moving on to life after school. Pupils in discussion said that involvement in a wide variety of house events helps build their confidence and this included a number of older pupils who act as pupil ambassadors, their role being to support the pastoral team in helping to mould school culture.

- 3.12 Pupils are very much aware that they need to be responsible for sensible decision-making and are excellent at making decisions to influence their future, aided by their teachers. Sixth-form pupils spoke very positively about their role on the school council (the cabinet) and were able to sight their influence on changes made by the school. It is clear that pupils relish opportunities to make a difference. For example, recent pupil initiatives include running a period power day, a green week and an identity week. Prep school pupil leaders spoke about discussions they had taken part in in connection with their influence on the rewards and sanctions policy and how seriously they take such involvement. Children in the EYFS are confident to make decisions about what types of imaginative play to pursue. There is an accepted culture within the schools that failure may well be the first attempt at getting things right. The pupils value and seek out opportunities to improve their learning, as shown in the high take-up of support clinics and the non-academic extra-curricular programme. The pupils speak fluently and with respect in class and are not afraid to voice their opinions, because the school culture encourages them to do so. For example, Year 9 pupils in a religious education lesson successfully debated difficult questions on the topic of 'If there is no God, everything is permitted.' SEND pupils are very positive about the help they receive from the academic monitoring department, and sixth-form pupils are actively involved in supporting the youngest pupils through a monitoring programme.
- 3.13 Pupils demonstrate well-developed aesthetic and cultural awareness and reflect with maturity on the spiritual dimensions of human existence. Their spiritual understanding is well-developed, and pupils show an excellent level of understanding, explaining in discussions that the school enables pupils to celebrate Diwali and Hanukkah as well as Christmas. This is supported by an all-embracing ethos within the school, based broadly on Christian values, but accepting of all faiths. In a Year 9 religious education lesson on divine command theory, pupils questioned beliefs and how the theory relates to the world they live in and, as a result, this helped broaden the depth of their understanding. Pupils commented that the foundations programme (PSHE) enabled them to learn about people who are less privileged than themselves. This in turn stimulated them to engage in charitable and fund-raising activities such as supporting local foodbanks. Year 10 pupils spoke of appreciating the school grounds and how, on a busy day, they gain a sense of calm in seeking out and just sitting and chatting in selected areas of the school campus. Pupils have an exceptional understanding of right and wrong and show high levels of respect to their teachers and their peers. Pupils of all ages behave well in lessons and when moving around school. Pupils know that they are responsible for their own behaviour and accept that if they make a mistake, there will be repercussions for this. They strongly support the overall ethos of the school. Their exceptionally positive relationships with their peers and staff are a reflection of the strong positive pastoral provision which is excellent across the schools. Younger pupils in discussions praised their teachers highly for being kind and gentle when dealing with problems. They said that this helps them to display the same attributes to each other. Pupil leaders were able to explain their roles and responsibilities within the school and how important it is to be a positive role model for the younger children.
- 3.14 Pupils display a highly developed sense of social awareness both inside and outside of lessons. Behaviour in classrooms and around the corridors and in locker rooms is generally excellent and any misbehaviour is picked up instantly by staff. Pupils work very well collaboratively with each other when lessons allow, and older pupils help mentor and assist younger pupils which increases the overall

cohesion of pupils at the school. Pupils of all age groups, including in the EYFS, work extremely well together and collaborate effectively in all lessons. For example, Year 8 pupils in a geography lesson worked very enthusiastically together whilst producing a podcast on a topic warning of the issues of increased global warming and climate change. This is as a result of the enthusiastic teaching which prompts excited and focused participation from the pupils. Almost all parents in the questionnaire agreed that the school helps their children to develop strong teamwork and social skills. Senior pupils willingly undertake mentoring tasks evidencing their secure sense of personal confidence and their harmonious and supportive community identity. Pupils' contribution to the school community is strong, and pupils of all ages are aware of the need to give their time to others whenever they can. Older pupils speak with pride about helping younger pupils, for example, when visiting the prep school to work with pupils to support their reading, or when helping with dance lessons. There are curriculum-based outreach and partnership projects, which demonstrate the readiness of pupils to volunteer for mentoring schemes and projects. Additionally, all Year 12 pupils are actively engaged in community leadership activities, which include working with local primary and special schools. Pupil voice is very strong in the school and is utilised in projects such as the ACAAS group enabling pupils to get first-hand experience of diversity matters. Additionally, pupils are aware that fundraising for charity and supporting those less fortunate by giving what they can are important. For example, pupils are actively engaged in supporting the local hospice and taking part in fun events such as the 'dress to express' day during children's mental health week, and the 'blue and yellow' fun run to support Ukraine.

- 3.15 Pupils of all ages show a genuine respect for others and appreciate the diversity of their peers. Learning in a culturally diverse school, the pupils are highly aware of each other's differences, and they are respectful and tolerant of these, reflecting the school's aim to be a nurturing community which meets the needs of individuals. This is illustrated by senior school pupils contributing to the discussion group 'the society' which provides a safe place for pupils to debate matters on race and racism. In addition, 1st team rugby players, inspired by the book *Heartstopper*, launched a national 'Read with Pride' event in a special photo shoot of their rugby team. In response to the questionnaire, the vast majority of parents commented favourably on the school's relationships and sex education programme and how it prepares pupils effectively for life in modern society. Prep school pupils commented that, although they could not be expected to like everyone they came into contact with, they could respect them, whatever they looked like or believed in. Pupils in a Year 10 history lesson demonstrated high levels of knowledge and understanding of freedom and diversity issues when debating the impact of freedom rides on the American Civil Rights Movement. Through involvement in such activities, together with participation in formal events such as the Carol and Remembrance Day services, the pupils develop an enhanced awareness of the varied needs of others and an appreciation of the complexities of modern life.
- 3.16 Pupils have a very strong awareness of how to stay safe, both in and out of school. They are highly attuned to the appropriate use of media and know the consequences if they make mistakes in this area. Pupils know how to stay safe online and of how to report issues if they have them. They are aware of the need to share concerns of any nature should they feel that their or their peers' safety is compromised in anyway. The school works hard to keep all pupils safe and healthy. This is closely but discretely monitored, so as to be unobtrusive, but effective. School meals cater for all tastes and aim to promote healthy eating habits providing an eclectic mix of English and continental meals at lunchtime. Mealtimes are sociable and many pupils view lunchtime as one of the highlights of their day. The literary cookery club provides a fun interpretation whereby pupils are invited to make meals as shown in a chosen recipe book. At the time of the visit the 'Dickens' Christmas meal was being prepared. Pupils understanding of the issues associated with their physical and mental health are secure and benefit from pupil input. This in the form of pupil-produced wellbeing podcasts to allow pupils to share common experiences and similar life struggles, whilst gaining reciprocal peer support, which is part of a nationally moderated scheme. In response to the questionnaire the overwhelming majority of parents felt that their children learn in a safe and secure environment.

4. Inspection Evidence

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

Inspectors

Mr Tony Halliwell	Reporting inspector
Mrs Adrienne Richmond	Assistant reporting inspector
Mrs Amanda Kirby	Compliance team inspector (former headteacher, ISA school)
Mrs Angela Clancy	Team inspector (former, headteacher, ISA school)
Ms Sally Dibb-Holland	Team inspector (former headteacher, BSO school, Egypt)
Mrs Dianne Durrant	Team inspector (former deputy headteacher, SofH school)
Mr Andrew Gough	Team inspector (former headmaster, IAPS school)