



**Focused Compliance and Educational Quality Inspection Report**

**Reddiford School**

**May 2022**

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### School's Details

<b>School</b>	Reddiford School			
<b>DfE number</b>	310/6063			
<b>Registered charity number</b>	312641			
<b>Address</b>	Reddiford School 38 Cecil Park Pinner Middlesex HA5 5HH			
<b>Telephone number</b>	0208 866 0660			
<b>Email address</b>	office@reddiford.org.co.uk			
<b>Head</b>	Mrs Jean Batt			
<b>Chair of governors</b>	Mr Graham Jukes			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	287			
	<b>EYFS</b>	69	<b>Pre-prep</b>	74
	<b>Prep</b>	144		
<b>Inspection dates</b>	17 to 20 May 2022			

## Background Information

### About the school

- 1.1 Reddiford School is an independent co-educational day school situated in Pinner, Middlesex. It was founded by the White family on its present site in 1913 to provide a Christian education. In 1973 the school became a charitable trust, administered by a board of governors.
- 1.2 The school is divided into three departments which are housed in separate buildings: the Early Years Foundation Stage (EYFS), for children aged 3 to 5; the pre-prep department, for pupils aged 5 to 7; and the prep department, for pupils aged 7 to 11.
- 1.3 Since the previous inspection the school has opened a new multi-purpose building and developed facilities for information and communication technology (ICT).

### What the school seeks to do

- 1.4 The school aims to develop the whole child, not just by securing academic foundations but also by developing the varied qualities needed in a demanding modern society. The school seeks to achieve these aims by providing a broad and balanced curriculum.

### About the pupils

- 1.5 Pupils come from many different ethnic backgrounds that reflect the cultural diversity of the local area. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified seven pupils as having special needs and/or disabilities (SEND), which include dyslexia and dyscalculia, all of whom receive additional specialist help. No pupil at the school has an education, health and care (EHC) plan or English as an additional language (EAL). Data used by the school have identified 39 pupils as being the most able in the school's population, and the curriculum is modified for them, and also for 21 other pupils because of their special talents in art, drama, music and sport.

## 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](#).

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

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

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

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

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

### **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

### **PART 5 – Premises of and accommodation at schools**

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

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

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

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

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

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

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

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

**2.19 The standard relating to leadership and management of the school [paragraph 34] is met.**

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

**The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

#### Key findings

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

- Pupils of all ages and abilities achieve high levels of attainment due to the high expectations the school has of them.
- Pupils are highly articulate and can express themselves confidently in a mature, reasoned manner.
- Pupils' excellent writing skills enable high standards to be achieved across academic subjects.
- Pupils acquire considerable knowledge across the curriculum through updated programmes of study that reflect relevant, engaging content.

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

- The behaviour of pupils of all ages is exemplary and reflects the high standards expected by the school.
- Pupils consistently follow the school's values as stated in the Reddiford Way, which are firmly embedded in the school's caring ethos.
- Pupils show great respect for each other within the diversity of the school community and show complete acceptance of those of cultures and faiths different to their own.
- Pupils are happy, feel secure and appreciate the systems in place to help support their personal development.

#### Recommendation

3.3 The school should make the following improvement.

- Further enhance pupils' already strong contribution to the local and wider 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 The attainment of pupils of all ages and abilities, including those with special educational needs and disabilities (SEND) and those who are more able, is excellent. Sensitive teaching in the Early Years Foundation Stage (EYFS) ensures that individual needs are catered for and enables all children to make good progress. Almost all children achieve a good level of education by the time they finish Reception. Pupils' achievements in examinations are excellent due to the structured implementation of the curriculum, the effective implementation of the pupil assessment framework and the positive attitude of the teachers. Most parents who responded to the pre-inspection questionnaire agreed that



teaching enables their child to make progress which was clearly seen in pupils' work. The school's internal assessment data demonstrate that pupils of all abilities make significant progress over time. Pupils achieve excellent results in entry examinations to senior schools with rigorous admission requirements. Most successfully gain places at their school of choice and some pupils are awarded scholarships. Senior leaders ensure that pupils do not feel overly pressured by regular assessments, which they feel well prepared for and take in their stride.

- 3.6 Pupils of all ages and abilities have extremely positive attitudes to learning. They are keenly aware that their learning improves through hard work and perseverance. They feel good about their work even when mistakes are made because of the constructive marking and helpful personal feedback. Children in the EYFS effectively use 'Woodland Explorers' as motivators, a series of animals who have positive learning characteristics, who encourage children to persevere. Older pupils thrive on the high level of challenge given in their work and they can clearly articulate why failure is a springboard to growth in their learning. Where lessons allow pupils to interact, discuss and explore, they participate fully and take great pride in their learning. Lively delivery, fast pace and the posing of thought-provoking, challenging questions make pupils keen to participate and extend their knowledge further. Self-assessment built into planning enables pupils to reflect on their work, thus meeting the recommendation from the previous inspection. Through positive peer assessment, as seen in Year 6 poetry presentations, pupils are able to modify, refine and improve their work. Very occasionally, less enthusiastic attitudes to learning exist where pupils are not encouraged to interact or expand on their views.
- 3.7 EYFS children engage wholeheartedly in learning activities and happily work together in pairs and small groups as highly professional staff include children's interests in planning. Older pupils thrive as they increase their knowledge, understanding and skills across a broad, well-balanced and relevant curriculum, thus meeting the school's aims. They develop enquiring minds through a range of open-ended activities in science, history and geography. Younger pupils could identify natural and manmade features at the seaside and older pupils could explain the similarities and differences in the life cycle of different creatures. Pupils of all ages and abilities make significant progress in literacy and numeracy in response to high expectations from teachers. They achieve well in creative subjects due to lively teaching that captures their imagination. Young pupils creatively used movement and mime to retell the story of the *Emperor's New Clothes*. In art, pupils successfully crafted pictures in the style of artists including Monet and Kandinsky. The varied programme of trips and visits, including a residential sports week for the oldest pupils, greatly enhances pupils' knowledge and understanding of the world.
- 3.8 Pupils of all ages develop extremely strong study skills that support learning across the curriculum. Children in Reception apply problem-solving and thinking skills to practical situations. This was seen when they explained why they had selected the most appropriate materials for their junk models of moon buggies, and which dinosaur stamps to use when making a patterned sequence. Excellent hypothesising in science was observed as pupils spontaneously debated what came first, the chicken or the egg. They used mature levels of logical reasoning drawing on considerable prior knowledge. Pupils develop higher-order thinking skills through stimulating, collaborative tasks. They are able to hypothesise, draw inference and consider their emotional response. For example, when studying the Second World War, Year 6 pupils looked at empirical evidence and historical commentary in order to grapple with challenging questions such as 'why', 'what if' and 'how does it make you feel'. They were able to debate whether Dunkirk was a triumph or a disaster, and realised the power of propaganda to distort the truth. The most able pupils are strongly challenged through scholarship group activities, developing excellent study skills as a result. Booster groups successfully enable lower attainers to improve their analytical skills.
- 3.9 Pupils across the school demonstrate outstanding communication skills. They listen conscientiously, speak confidently and are able to express considered thoughts and opinions when asked. Younger pupils can articulate their feelings well, as seen when they explained what it meant to have 'empathy' in a well-being lesson. Older pupils listened attentively to their peers in order to provide constructive

feedback on their poem recitals. In some lessons, however, enthusiasm and communication skills are dampened by a classroom environment where free communication is discouraged in favour of silence or minimal use of talk partners. EYFS children hold their pencil correctly, form letters well and use their knowledge of sounds to make plausible attempts at spelling. Younger pupils write fluently with a joined-up script, and used mature vocabulary such as 'camouflage' and 'herbivore' to describe animals. Older pupils talk enthusiastically about their current reading books. They write successfully for a number of audiences in different genres using mature vocabulary and ably conveying emotion and expressing their feelings. This was seen in the poignant letters written from the point of view of an evacuated child to a parent. Pupils effectively use literary devices such as alliteration, metaphor and spoonerism to create effect, and can explain the differences in structure of a haiku, limerick and acrostic poems.

- 3.10 Pupils' mathematical skills develop rapidly for their age. Clear learning objectives and tasks matched to ability planned by skilled teachers ensure that they acquire a high standard of numerical competence. Pupils know how well they are progressing through constant reference to the learning intention, constructive marking and regular assessment. EYFS children accurately perform calculations with numbers to 20, name simple shapes and understand the concept of repeating and growing patterns. Younger pupils are competent in working with numbers up to 100, can add simple fractions and correctly read weighing scales in 10-gram divisions. Older pupils understand the concepts of negative numbers, proportion and ratio, and correctly apply formulae for calculating the area of irregular shapes. They confidently use alternative methods for computation, as seen when Year 6 compared enthusiastically the Napier's Bones, Russian Peasant and Ancient Egyptian methods of multiplication. They articulately explained the difference between the Archimedes and Fibonacci spirals. Pupils of all ages effectively apply their mathematical knowledge and skills to other areas of learning across the curriculum, such as reading temperature scales and using grid references when creating treasure maps in geography, and measuring plant growth in science.
- 3.11 Pupils of all ages and abilities develop excellent skills in information and communication technology (ICT), which they usefully employ across the curriculum, benefiting from high-quality facilities provided by governors. EYFS children used tablets confidently to record their puppet shows to share with their peers. They responded enthusiastically and accurately to a number doubling activity on the interactive white board. Pupils use tablets proficiently to research information to support learning across the curriculum, such as about seaside resorts, capital cities and Greek gods. They effectively use a variety of specialist software to extend learning, such as to create simple musical compositions and to test pupils' knowledge and attainment in French. Older pupils skilfully manipulate the content in spreadsheets they have constructed, and confidently use presentation software to create presentations, for example, comparing two composers. Pupils progress rapidly through the planned opportunities for using and applying ICT.
- 3.12 Encouraged by strong senior leaders and dedicated staff, pupils achieve a high level of success in a range of national and regional competitions for mathematics, science, creative writing and art. All pupils participate enthusiastically in the wide range of sporting activities provided, and show great pride when representing the school in competitive matches for major team sports and swimming. A large number of pupils learn instruments, play in ensembles and sing in the choir. They grow in confidence through regular participation in school plays, concerts and performances in assembly. Senior management ensure that all pupils are proud to represent their house in school competitions, such as in art, photography and poetry, and successes are warmly celebrated by the whole school community.

## 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 have particularly high levels of self-knowledge, self-discipline and resilience. In the questionnaire, most parents agreed that the school helps their child become confident and independent. Inspection evidence supports this view. Pupils grow in self-esteem as they progress through the school, becoming aware of their own strengths and weaknesses. They demonstrate positive learning habits which are reinforced by the many motivational displays around the school and regular praise and rewards. Less able pupils make good progress due to the warm, caring support they are given. Sensitive, focused teaching ensures that all pupils know what they are good at and where they need to improve. In discussion, pupils were confident and self-assured, open in sharing their feelings and attitudes. They were aware of the school's high academic and social expectations of them, yet they felt comfortable in making mistakes in order to learn. Pupils said that they appreciated the strong 'have a go' culture that exists in all aspects of school life. This, coupled with the confidence gained through the many leadership roles they undertake, ensures that pupils feel extremely well equipped for the next stage of their education.
- 3.15 Pupils make sensible choices and are fully aware that the decisions they make will impact directly on their own progress and overall happiness. Leaders and staff place much emphasis on the children taking responsibility for their actions. Across all aspects of school life, caring staff help pupils to understand that everyone has a choice in the decisions they make, and that good decisions often result in praise and reward. Through the personal, social, health education curriculum (PSHE) and well-being sessions, pupils think about the impact of their actions on others. Open-ended questioning by skilled EYFS staff carefully guides and encourages children to think about the choices they make. Constant reinforcement and praise when good choices are made instils a confident, positive attitude to work and raises pupils' self-esteem. Pupils who spoke to the inspectors explained that making the wrong decision can be the first step in learning. They said that they value greatly having talking partners in order to share and explore decision-making. They show mature understanding of big issues such as sustainability where decision-making has a huge impact on the future of the planet.
- 3.16 Pupils of all ages develop a heightened awareness of spirituality drawing on the many faiths represented amongst their peers. This is supported through the school's thematic approach to religious education whereby all faiths are studied under a theme, such as festivals. Pupils regularly engage in quiet reflection providing them with opportunities for spiritual growth. For example, younger pupils contemplated whether they needed to feel sad in order to know what if felt like to be happy. Older pupils expressed their feelings about the passing of time as they prepared for their leavers' service at the local church. Pupils develop a deep appreciation of the non-material aspects of life through art, literature and humanities. Work on remembrance relating to the Second World War demonstrated pupils' ability to empathise with people living in war-torn communities. EYFS children talked about how they had designed poppies to remember the sad time when soldiers died. Pupils greatly appreciate the beauty of the natural world, as seen after a trip to Kew Gardens when pupils articulately expressed their thoughts about the wonders of plant life.
- 3.17 Pupils of all ages are polite and respectful towards staff and their peers. In the questionnaire, the overwhelming majority of pupils and parents felt that the school actively promoted good behaviour. EYFS children quickly develop a strong awareness of right and wrong and know why they should take turns, share equipment and have 'kind hands'. Pupils have a well-developed moral code which enables them to distinguish right from wrong. They show care and concern for pupils younger than themselves. The leadership team have successfully instilled the 'Reddiford Way' as the backbone of good behaviour. By discussing and signing their agreement with the code, 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 initiatives that allow them to understand and regulate their own behaviour and develop personal responsibility, such as the rewards and sanctions ladder, which is displayed pictorially in the EYFS.

- 3.18 Pupils' social skills are highly developed. They work together effectively when given the opportunity and engage in discussion in an energetic but polite, considered fashion. Children in the EYFS acquire skills to work together and were seen to negotiate well in their outdoor activities. Older pupils were seen collaborating well, engaging in lively discussion and enjoying collaborating on shared tasks, but occasionally the controlled classroom environment unnecessarily restricted social interaction. The strong team ethic is palpable in the house system which enables pupils to successfully work across year groups towards common goals. Pupils thrive on the many opportunities they have to take leadership roles such as prefects, house captains and eco-counsellors. The youngest children blossom when given important roles such as the daily helper. Those elected to the school council work cooperatively to achieve common goals such as contributing to the developing well-being garden and all pupils feel positive about the school community.
- 3.19 Trips to the local library and visits from local services such as the fire brigade fosters a keen interest in EYFS children about people who help us in the wider community. Pupils contribute positively to school life by undertaking a range of responsible roles. Younger pupils take seriously the role of road safety ambassadors, encouraging parents to park more thoughtfully at busy times. The school council actively contributed to the school travel plan, a project working closely with the local authority. Pupils eagerly put forward suggestions for school improvement via the school council and comment that they feel their ideas are listened to and acted upon. Pupils are extremely motivated to take part in the limited range of fund-raising activities such as cake sales to raise funds for the annual charity, and traditional clothes day to raise money for COVID-19 support in Asia. They enthusiastically take part in a range of musical performances in the local community, including performing in the Pinner Pantomime and singing at local churches, hospitals and retirement home.
- 3.20 Pupils have a deeply rooted respect for the diversity of their school community. They show sensitivity, understanding and tolerance towards each other regardless of background, culture or ability. EYFS children learn to respect and celebrate cultural diversity through exploring similarities and differences between different cultures, dressing up in costumes and discussing stories thoughtfully. Pupils develop understanding of other faiths through celebration of special events such as Diwali, Hanukkah and Chinese New Year. They make firm connections across religions through assemblies in which they participate and in discussion commented that people are all intrinsically the same on the inside, regardless of their faith and background. Pupils were articulate in explaining how and why they voted for changing the names of the long-established school houses from Churchill, Wellington and Nelson to Parks, Attenborough and Hawking. Having researched the lives and contribution made by these and other nominees, pupils could explain with much understanding why the choice of these three persons reflects diversity in society and promotes strong values of inclusivity and tolerance.
- 3.21 Pupils of all ages are aware of how to stay safe, fit and keep healthy. Children in EYFS consistently follow simple rules embedded in their daily routines which enable them to stay safe, such as not running in the classroom, washing hands and holding scissors correctly. Pupils know what constitutes a healthy diet and can explain the need for drinking plenty of water and having a variety of food in their packed lunches. They sensibly explain the need to exercise in order to keep physically fit and can coherently explain the safest way to cross the road. They are mindful of the particular dangers arising from a small play space and can explain why playground rules will protect them. Pupils are alert to the dangers that can arise from technology online such as cyberbullying, a message that is regularly reinforced by conscientious staff, and are fully aware of 'stranger danger' through PSHE and assemblies. All pupils who responded to the questionnaire said that they understand how to stay safe online. Adult mental health champions enable pupils to feel confident they can share worries with a sympathetic, compassionate adult within the school, or raise issues anonymously through the 'voice box'. Strategies shared through well-being sessions provide pupils with strategies for dealing with anger and calming down.

#### 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 attended an assembly. 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

Dr Wendy Bowring	Reporting inspector
Mr Andrew Webster	Compliance team inspector (Former Head, ISA school)
Mr Guy Barrett	Team inspector (Headmaster, IAPS school)