



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**King's House School**

**June 2023**

## Contents

|                                                                      |           |
|----------------------------------------------------------------------|-----------|
| <b>School's Details</b>                                              | <b>3</b>  |
| <b>1. Background Information</b>                                     | <b>4</b>  |
| About the school                                                     | 4         |
| What the school seeks to do                                          | 4         |
| About the pupils                                                     | 4         |
| <b>2. Regulatory Compliance Inspection</b>                           | <b>5</b>  |
| 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         |
| <b>3. Educational Quality Inspection</b>                             | <b>8</b>  |
| Preface                                                              | 8         |
| Key findings                                                         | 8         |
| Recommendation                                                       | 8         |
| The quality of the pupils' academic and other achievements           | 8         |
| The quality of the pupils' personal development                      | 10        |
| <b>4. Inspection Evidence</b>                                        | <b>13</b> |

## School's Details

|                                  |                                                                         |     |                |     |
|----------------------------------|-------------------------------------------------------------------------|-----|----------------|-----|
| <b>School</b>                    | King's House School                                                     |     |                |     |
| <b>DfE number</b>                | 318/6001                                                                |     |                |     |
| <b>Registered charity number</b> | 312669                                                                  |     |                |     |
| <b>Address</b>                   | King's House School<br>68 King's Road<br>Richmond<br>Surrey<br>TW10 6ES |     |                |     |
| <b>Telephone number</b>          | 0208 940 1878                                                           |     |                |     |
| <b>Email address</b>             | schooloffice@kingshouseschool.org                                       |     |                |     |
| <b>Headmaster</b>                | Mr Mark Turner                                                          |     |                |     |
| <b>Chair of governors</b>        | Mrs Chris Laverty                                                       |     |                |     |
| <b>Proprietor</b>                | King's House School Trust (Richmond) Limited                            |     |                |     |
| <b>Age range</b>                 | 3 to 13                                                                 |     |                |     |
| <b>Number of pupils on roll</b>  | 434                                                                     |     |                |     |
|                                  | <b>Nursery</b>                                                          | 55  | <b>Juniors</b> | 149 |
|                                  | <b>Seniors</b>                                                          | 230 |                |     |
| <b>Inspection dates</b>          | 13 to 15 June 2023                                                      |     |                |     |

## **1. Background Information**

### **About the school**

- 1.1 King's House School is an independent day school for male pupils aged 3 to 13 years and female children aged 3 to 4 years. The school is situated on three sites close to each other on Richmond Hill. The school is divided into three departments. The nursery is for children aged 3 to 4 years and is based in a renovated Victorian building. The junior department is for pupils aged 4 to 8 years and is accommodated in two large inter-linked Victorian buildings. The senior department is for pupils aged 8 to 13 years and operates from the original school site. The school uses a large sports ground nearby. The school is a charitable trust overseen by a board of governors.

### **What the school seeks to do**

- 1.2 The school aims to provide an environment where pupils feel supported and safe, and where their welfare and safeguarding are paramount. It seeks to offer an education in which pupils experience a quality, broad and balanced curriculum which engages and challenges them, whilst developing knowledge, understanding and skills across all areas of learning.

### **About the pupils**

- 1.3 Pupils come from a range of professional and business families, which reflect the community of Richmond. Standardised test data provided by the school indicate that the ability of the pupils upon entry is broadly average in relation to those taking similar tests nationally. The school has identified 19 pupils as having special education needs and/or disabilities (SEND) in particular dyslexia, speech and language difficulties, autism spectrum disorder and physical disabilities, 16 of whom receive additional specialist help. Three pupils have an education, health and care (EHC) plan. Of the 75 pupils who speak English as an additional language (EAL), 23 receive additional support for their English. The school adapts the curriculum for the pupils it identifies as the most able in its population.

## 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 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, 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 in the junior department and relationships and sex education in the senior department, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### 3. Educational Quality Inspection

#### Preface

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

#### Key findings

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

- Pupils demonstrate excellent progress over their time in the school.
- Pupils' communication skills develop extremely well. In particular, they are articulate and confident speakers in a range of situations.
- Pupils develop notably effective use of higher-order thinking skills such as hypothesis and analysis, and their application of these across the curriculum is excellent.
- Pupils exhibit highly positive attitudes to learning.

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

- Pupils develop excellent levels of self-understanding, self-esteem, self-confidence, self-discipline and resilience.
- Pupils demonstrate a notably mature appreciation of the non-material aspects of life.
- Pupils consistently exhibit a willingness to understand and be empathetic towards others with different backgrounds to their own and those who are neurodiverse.
- Pupils across the school demonstrate a well-established sense of social responsibility and carry out leadership and teamwork roles with confidence and aplomb.

#### Recommendation

3.3 The school is advised to make the following improvement.

- Ensure pupils' learning outcomes are optimised through the consistent application of effective classroom management strategies.

#### 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 demonstrate excellent levels of academic achievement as a result of a rich and varied curriculum, teachers' high expectations and nurturing pastoral care. The commitment of senior leaders ensures pupils attain strong results in externally standardised tests. Effective tracking and monitoring procedures enable leaders and staff to identify relative areas of weakness in the curriculum and the performance of cohorts and individual pupils. This leads to the provision of



appropriate and effective support and challenge. In the pre-inspection questionnaire, most parents agreed that teaching enables their children to make progress.

- 3.6 Children settle quickly and confidently into the EYFS setting and by the end of their Reception year, a higher percentage of children than the national average attain age-related expectations. English and mathematics assessment data provided by the school indicate that by the senior school the vast majority of pupils attain at a significantly higher level in relation to the average for those taking similar tests nationally. This demonstrates excellent progress over their time in the school. Pupils with SEND and EAL make at least equally good progress as their peers, often from considerably lower starting points. Pupils' performance in senior school entrance examinations is highly successful. A small number of pupils each year receive scholarships to their senior schools in recognition of their attainment and skills in academic studies as well as in sport, music and drama.
- 3.7 Pupils' development of knowledge, skills and understanding across all subjects and at all ages is excellent. Children in the nursery spoke knowledgeably about the creatures that live in the sea, explaining that an octopus has eight legs, and a turtle lays her eggs in the sand. Reception children were able to explain that a trigraph is three letters that make one sound and could recognise them when used by the teacher. Pupils in Year 3 articulated how different shelters were used during WW2 and why children were evacuated from cities. By Year 8, pupils engage effectively with challenges in design and technology (DT) and apply their science, technology, engineering and mathematics (STEM) skills and understanding to tasks. For example, they created the longest cantilever possible which could sustain a given object suspended from the lever. The school wholeheartedly fulfils its aim to provide a high-quality, broad and balanced curriculum in which pupils are engaged and challenged.
- 3.8 Pupils' communication skills are excellent because they gain an extensive command of language from an early age and are encouraged to speak confidently in their lessons. For example, in an English lesson on persuasive writing, pupils in Year 5 used well-developed and highly articulate technical language to explain when parentheses and demarcation should be used in their writing. Pupils are attentive listeners and show respect for their peers and teachers, such as when Reception children listened attentively to recognise the sounds in words and confidently matched two letter sounds. In a personal, social, health and economic education (PSHE) lesson, senior pupils confidently read in front of their peers and were able to use appropriate vocal intonation in order to engage their classmates. During a computing lesson, pupils in Year 7 listened attentively when their peers presented designs for products which could help people with disabilities. Pupils use their well-developed writing skills in a range of ways across the curriculum. For example, in science, pupils in Year 5 demonstrated excellent application of their linguistic skills when writing a letter to the Australian government, suggesting what they should do about the dangers faced by coral reefs by bleaching. Pupils in Years 7 and 8 displayed excellent use of mind maps to successfully explore ideas annotating their designs.
- 3.9 Pupils are highly numerate. Children in the EYFS enjoy using their number skills to count up to 20. Year 2 pupils used mathematical language to explain fractions when distributing imaginary cherries to cakes. Pupils in Year 3 use various mathematical practices across their science work, such as weighing ingredients and using angles when studying forces. Pupils in Year 4 clearly articulated the number of lines of symmetry of a four-sided shape using diagrams to express their thinking and prove or disprove their hypotheses. Pupils verify their findings and check for anomalies in their work, such as when pupils in Year 8 successfully calculated mean averages from sets of results. Pupils in Year 7 demonstrated highly competent numeracy skills in Latin, counting and adding to find a number in Latin to correlate with the correct number in English.
- 3.10 Pupils develop excellent information and communication technology (ICT) skills. Children in Reception were able to use the camera application on a tablet to record their own practical work when making a model ladybird. In English, pupils in Year 6 used presentation software very well to link slides so that the story they were creating would give readers different pathways to follow. Pupils in Year 6 regularly present their work using ICT, such as in geography when explaining sustainability and climate change, and in religious studies when they presented about Hinduism. During an assembly, senior pupils

presented highly creative films, such as about the use of artificial intelligence to complete English homework tasks, which made excellent use of voice control, a radio-controlled car and a drone.

- 3.11 Pupils' study skills are excellent and the development of higher-order thinking skills across the curriculum is evident in their outcomes. Pupils in Year 1 drew upon a wide range of sources to learn about Samuel Pepys. For example, they chose appropriate clothes to dress up in and used a 3D map to identify the source of the Fire of London and the unsuccessful attempts to extinguish it. When sorting electrical objects, pupils in Year 2 considered four types of energy, and which one was used for a particular object and why. In DT, pupils in Year 4 showed an excellent ability to hypothesise on how high a rocket might go and what contributed to one rocket achieving a greater height than others. In mathematics, pupils in Year 6 exhibited excellent analytical skills when discussing graphs illustrating the increasing depth of water in baths of varying shapes. In a computing class in Year 7, pupils showed excellent hypothesising and analytical skills. They considered how ICT might be applied to help people with disabilities and illnesses, for example: how it might help older people with dementia.
- 3.12 Pupils' achievements are further enhanced by the opportunities they have to extend their learning in the extra-curricular programme which operates before, during and after formal curriculum times. A high-quality games programme is enjoyed by pupils in the nearly 600 matches played annually against other local schools. There are national successes in football tournaments and by individual swimmers. Many of the weekly fixtures take place at the school's extensive sports centre, an outcome of the vision and support of governors. Musical performances feature highly in pupils' lives. Pupils' singing is of a particularly high standard, as heard in a Year 3 rehearsal where the sheer gusto of the highly accurate, rhythmic and engaging performance was notable. A system of choirs enables pupils of all abilities to sing for pleasure in open access groups as well as committing to more elite choruses. Instrumental ensembles and a tradition of rock bands empower pupils to develop their skills throughout the year in concerts in various venues both in school and in the local community. Pupils regularly achieve merits and distinctions in external music examinations. Annual dramatic productions enable pupils from nursery to Year 8 develop their acting skills. Many pupils opt to develop their performing skills further through participation in drama clubs for each year group, presentations to their peers about a range of subjects, and successfully sitting public examinations in drama and public speaking. Pupils achieve success in national competitions in mathematics, chess and DT.
- 3.13 Pupils' attitudes to learning are excellent. Nursery children demonstrated highly effective collaborative learning as they built walls, organised under-sea creatures and sold ice creams. Reception children exhibited further collaboration when building a bug house in the sand, explaining that it is easier when you work as a team. In a Spanish lesson on Mi Casa, pupils in Year 4 worked collaboratively to discuss the correct vocabulary for rooms in a house and were keen to share their findings with each other. Pupils work independently and take leadership in their learning, as seen in a Year 6 English lesson. They worked through their self-directed task with imagination. Pupils in Year 8 demonstrated mature collaborative skills when designing and constructing a wheel using only straight pieces of wood and competing against their peers. In the questionnaire, most parents agreed that the school equips their children with the team-working, collaborative and research skills they need in later life.

### **The quality of the pupils' personal development**

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils' self-understanding, self-esteem, self-confidence, self-discipline and resilience are excellent. They demonstrate a high-level of understanding of how to improve their own learning and performance and are able to respond positively to the effective written and verbal feedback provided by their teachers. In Reception, as a result of careful planning and use of the 'colour monster', children make rapid progress in understanding their emotions. They demonstrated perseverance when trying to get better at something, for example, understanding that they need to practise for their assembly.

In Year 6, despite the drawback of some materials breaking when they were making fish lanterns, pupils persisted and managed to complete the task by using more appropriate materials. Senior pupils explained to the inspectors how the school helps them to develop the skills they might need in the workplace and an appreciation of what is required for them to prepare for the next steps in their education.

- 3.16 Pupils' decision-making is excellent. This is because they are encouraged to begin the process of critical thinking from an early age. This habit is then strongly developed and applied by pupils as they move up through the school. For example, Nursery children chose one container over another to move water more quickly, explaining that the container was bigger and contained more water. Pupils in Years 7 and 8 understand that they have to make important decisions that will affect their futures. They expressed their understanding of not achieving some goals in Year 6 and how changing their mindsets led to greater choices in the next stages of their academic journeys. Pupils make confident decisions about which activities they choose and whether or not to attend revision clinics. They understand the impact that such decisions may have on their outcomes in tests and assessments. In the questionnaire, most parents agree that the school helps their child to be confident and independent.
- 3.17 Pupils demonstrate excellent appreciation of non-material aspects of life. In the nursery, children expressed their delight at caterpillars making cocoons and turning into 'the most beautiful butterflies that fly off into the air'. Children develop an appreciation of the world in which they live through a topic looking at life under the sea. Children were observed listening to seashells and expressing their excitement of hearing the ocean. In design technology, pupils in Year 4 conveyed much joy at the launch of their rockets. Pupils in Year 5 sensitively articulated that spirituality is a personal choice and that people should be allowed to hold their own beliefs and values. Pupils in Year 6 showed a perceptive understanding of the fragility of life through their presentations in geography as they considered the potential damaging effects of climate change.
- 3.18 Pupils have an excellent understanding of systems of rules and laws and can distinguish right from wrong. They understand and accept responsibility for their own behaviour towards others. For example, pupils explained how they adopt various acronyms to help enable them to know how to stop and think before they behave in certain ways. Senior pupils can resolve their own disputes without adult intervention. For example, during breaktime, pupils disagreed over a cricket decision, initially arguing their points strongly but eventually resolving the matter through rock-paper-scissors. Where pupils' naturally energetic, effervescent and curious natures are harnessed and channelled effectively through classroom management strategies, as is typical, learning outcomes are excellent. However, when this sometimes boisterous energy remains unchecked or is insufficiently well managed, pupils' outcomes are less successful.
- 3.19 Pupils' social development and collaboration are excellent. They demonstrate this in lessons when working towards common goals, intuitively pulling together, debating and constructively arguing to answer questions with precision and accuracy. In the questionnaire, most parents agree that the school helps their child to develop strong teamwork and social skills. In mathematics when discussing fractions, pupils in Year 4 devised their own ways to communicate with one another despite being unable to use their voices. They used gesture and eye contact and demonstrated that persevering together brings about successful outcomes. Pair and group work in a range of subjects help pupils to develop and demonstrate productive relationships, for example when interviewing each other about Anglo-Saxon gods. Pupils spoke of their understanding of the general principle that if you are nice to someone, they will generally be nice back to you.
- 3.20 Pupils are highly aware of the needs of others and are consistently willing to help each other in class and beyond. Pupils across the school demonstrate a mature sense of social responsibility as they carry out the various roles made available to them. Every pupil in Year 8, for example, is able to demonstrate leadership skills across a wide range of roles, such as sports captains, school councillors, eco committee leaders and house captains, amongst others. They take on joint ventures, such as reading and shared creative work, with their Year 4 buddies. Pupils are proud that the food council has recently

made effective suggestions to improve their lunchtime experience in the dining room. Pupils enthusiastically participate in and take leadership of a range of charitable events, including the organisation of stalls at the annual summer fayre, and support local and national organisations, including local foodbanks.

- 3.21 Pupils are very accepting of those with differences and are highly empathetic to those who come from different backgrounds and cultures to their own. For example, in a junior assembly, pupils extolled their clear message that we are all unique and have the same value. Pupils in Year 1 developed their understanding of cultural differences through a workshop looking at how Dutch traditions inspire fashion. In religious studies lessons and assemblies, pupils learn about different world religions and grow their knowledge and understanding when pupils, parents and other visitors to the school address them in assemblies. The breadth of languages spoken by pupils in the school is celebrated through the singing of songs from different countries. Both in lessons and around the school, pupils exhibit an enlightened understanding and acceptance of peers who are neurodivergent, which leads to enhanced empathy skills, observed during the inspection. In discussions, pupils were very clear that they are allowed to be themselves in school and that it does not matter if they are different to others.
- 3.22 Pupils know how to stay safe, and they have an excellent understanding of how to be healthy. For example, during lunch with pupils in Year 4, they explained what foods made up a healthy diet and were insistent that vegetables are particularly important. In PSHE, senior pupils discussed road safety and used their understanding of mathematics to work out braking distances required for vehicles travelling at different speeds, offering considered opinions about the dangers that travelling at high speed posed to pedestrians and drivers. Reception children explained that they have to have a bath to get rid of germs and dirt. By Year 8, pupils discuss the positive aspects of a balanced lifestyle. Pupils have an excellent understanding of how to look after themselves in the online world and this is supported by assemblies, PSHE and ICT lessons. Pupils develop an appreciation of the importance of mental health and emotional wellbeing. They feel safe in their school and appreciate the staff who support and care for them. Most parents who responded to the questionnaire agreed that the school encourages pupils to adopt healthy lifestyles and that they learn in a safe environment. Almost all pupils who responded to the questionnaire said that they understand how to stay safe online. The school fully meets its aim to provide an environment where pupils feel supported and safe.

## 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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. 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 Alexander Mitchell | Reporting inspector                                  |
| Mrs Clare Macro       | Compliance team inspector (Head, GSA and HMC school) |
| Mr Nathan Close       | Team inspector (Head, IAPS school)                   |
| Mr Richard Dain       | Team inspector (Deputy head, HMC school)             |
| Mrs Hannah Phillips   | Team inspector (Deputy head, IAPS school)            |