



**ISI** Independent  
Schools  
Inspectorate

## **Focused Compliance and Educational Quality Inspection Reports**

**Skippers Hill Manor School**

**September 2019**



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### School's Details

<b>School</b>	Skippers Hill Manor School			
<b>DfE number</b>	845/6038			
<b>Address</b>	Skippers Hill Manor School Five Ashes Mayfield East Sussex TN20 6HR			
<b>Telephone number</b>	01825 830234			
<b>Email address</b>	office@skippershill.com			
<b>Headteacher</b>	Mr Mark Hammond			
<b>Proprietor</b>	Bellevue Education Group			
<b>Age range</b>	2 to 13			
<b>Number of pupils on roll</b>	198			
	<b>EYFS</b>	31	<b>Juniors</b>	67
	<b>Seniors</b>	100		
<b>Inspection dates</b>	17 to 19 September 2019			

## 1. Background Information

### About the school.

- 1.1 Skippers Hill Manor Preparatory School is an independent co-educational day school for pupils aged between 2 and 13 years. Founded in 1945 as a boys' boarding school, the school became co-educational in the 1970s and a day school in 1991.
- 1.2 The school is owned by Skippers Hill Manor School Ltd. and is governed by the Education Committee of Bellevue Education Group Ltd.
- 1.3 The school is comprised of three sections: Early Years, Year 1 to Year 4 and Year 5 to Year 8. Since the previous inspection the school has built new classrooms, installed an artificial grass surface and extensively refurbished other buildings.

### What the school seeks to do

- 1.4 The school's aim is to provide an environment where individuality is cherished, and in which pupils can be nurtured and supported to be tolerant, fair-minded and to value the importance of relationships with others. The objective is that pupils will be effective learners, confident to face and overcome challenge, and well equipped with suitable skills for the next phase of their life.

### About the pupils

- 1.5 Pupils come from a range of backgrounds, mostly from white British families living within a 12-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 24 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 19 of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for two pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 13 pupils as being the most able in the school's population, and the curriculum is modified for them and for 15 other pupils because of their special talents in performing and creative arts and sport.

## 2. Regulatory Compliance Inspection

### Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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

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

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

### **PART 1 – Quality of education provided**

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

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

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

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

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

- 2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.12 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

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

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

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

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

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

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

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

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

### 3. Educational Quality Inspection

#### Preface

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

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

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

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 gain high levels of success in academic and other areas.
  - Pupils make good progress and achieve high standards of attainment.
  - Pupils communication and numeracy skills are of a high quality.
  - Pupils display effective study skills for their age.
  - Pupils demonstrate positive attitudes and most pupils engage well with their learning.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are self-confident, resilient and well prepared for the next stage of their lives.
  - Pupils show a well-developed understanding of right and wrong and show consideration and respect for others.
  - Pupils display strong levels of social awareness.
  - Pupils develop a strong understanding of their social responsibilities and contribute most effectively to the welfare of their peers.

## Recommendation

- 3.3 In the context of these excellent outcomes, the school might wish to consider the following recommendation:
- Ensure that, in line with the school's best practice, pupils consistently engage with their learning in all lessons.

## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Evidence from lesson observations, pupils' work, scrutiny of leavers' destinations and assessment data along with examination results, shows that pupils' attainment is above average in relation to national age-related expectations. Almost all pupils and parents who responded to the pre-inspection questionnaires agreed teaching enables pupils to make progress. All pupils, including those requiring additional support, make good progress and often progress is rapid, such as in the Early Years Foundation Stage (EYFS), where most children reach or exceed national expectations across the areas of learning in the Foundation Stage Profile. Pupils' progress and achievement is helped by the sensitive use of verbal and written feedback from teachers who encourage perseverance, resilience and self-reflection. However, in some lessons observed, some pupils' progress and learning was restricted through their lack of urgency to engage with work.
- 3.6 Pupils of all ages and abilities show well-developed skills, knowledge and understanding across the range of their learning. They draw well on previous knowledge and apply appropriate skills to their learning in different subjects. Pupils are confident to speak up in lessons and voice their opinions readily. Pupils of all ages have extensive levels of vocabulary. For example, young pupils suggested 'cathedral' and 'smooth' when learning the sounds that letters make. Year 5 pupils used language effectively when discussing the writing of Rudyard Kipling. Year 8 pupils demonstrated sophisticated vocabulary when responding to questions in lessons and in using terms such as 'iambic pentameter' in their work. Pupils' writing produces interesting narratives with a strong use of adjectives. Pupils show well-developed knowledge across the subject range, as seen when they ably explained greenfield and brownfield sites in geography and competently discussed their senses in science. Pupils

also demonstrated good depth of thought and scientific understanding when conducting an experiment and more able pupils explained the processes of diffusion in detail. Skilful use of stimulating and open-ended questioning by staff contribute to this strong understanding. Younger pupils displayed good design skills in creating paintbrushes from natural materials. Their success was a result of the good planning and positive encouragement that staff provide. Pupils show a high level of development and coordination in their physical education from an early age, as demonstrated by young pupils in both swimming and dance lessons. The school's broad curriculum and extra-curricular provision enables the development of good and often excellent skills across all areas of learning.

- 3.7 Pupils across the school are excellent communicators. Pupils are articulate; from an early age they speak and read aloud with confidence, benefiting from a range of opportunities such as presentations and discussions and through events such as elections for house captains, poetry competitions and performing arts events. Pupils are at ease expressing their opinions to each other and their teachers because of the encouraging and supportive environment provided by staff. The overwhelming majority of pupils listen attentively to their teachers and respectfully to one another. When forming tableaux in drama, pupils responded well to the challenge of using appropriate facial expressions to enhance visual communication, benefitting from clearly explained learning objectives. Pupils made courageous efforts in reading a script in their best French accent. Pupils write effectively in a range of styles including character description, discussion, letters and poetry. This is often to a very high standard as seen in poetry writing based on *'The Highwayman'* that demonstrated an excellent grasp of rhythm and rhyme. Children in the EYFS show a strong understanding of the sounds which make up words. Pupils develop excellent reading skills that are consistently above national expectations for their age. In this, and other areas of learning, proprietors and school leaders ensure additional intervention is provided when required.
- 3.8 Pupils show high levels of numerical skills and can apply these effectively to other areas of their learning. Children in the EYFS use mathematical language well from an early age. The youngest children decided gleefully to count the slugs in the mud kitchen sink; older children were seen to hunt for pictorial numbers in the grounds successfully and young pupils used mental arithmetic to add or subtract one hundred skilfully. Pupils in Year 5 showed that they could adapt their mathematical skills to Roman numerals and pupils demonstrated good measuring skills using thermometers and electronic timers. Older pupils interrogated numbers enthusiastically to investigate whether they were 'loopy' or 'solo', showing strong understanding of mathematical concepts. Pupils of all abilities across the school are well-motivated when developing their mathematical skills because the tasks combine practical and problem-solving activities that provide interest and appropriate challenge. They make rapid progress with their numerical skills because the staff have a clear understanding of their needs and how to support them. This is because staff know their pupils well and make effective use of the information gained from the school's formalised system of testing, target setting, evaluation and feedback.
- 3.9 Pupils develop high levels of digital literacy through the regular use of information and communication technology (ICT). They make good use of their digital learning resources to research, handle data and produce presentations. This is supported by the provision of tablet computers and the opportunities afforded by using the school's computer network which enables pupils to produce, manage and collaborate on their work. Pupils develop their coding skills to a high level in ICT lessons. Using tablet computers to tackle a quiz in a French lesson helped pupils with their confidence and motivation. Pupils with special educational needs and disabilities (SEND) told the inspectors that using the school's digital resources significantly enhanced their learning and progress, and this was observed to be the case.
- 3.10 Pupils throughout the school have well-developed study skills for their age. Older pupils demonstrated strong analytical skills when considering a range of forces in their scientific investigation. They also showed good reasoning when explaining how they empathised with characters in their literature study, using apt quotations from the text. Younger children were seen contemplating and

hypothesising on the feelings of small animals in the woodland area. In speaking to inspectors, pupils reported the enjoyment they have in their sense of independence when undertaking personal research into topics such as plate tectonics, historical figures and science projects. This is because staff encourage pupils to develop independence in their learning and resilience through the implementation of the school's 'effective learner profile' that encourages all pupils, including those in the EYFS, to take risks in their learning and to respond proactively to mistakes.

- 3.11 Pupils' gain high levels of success in academic and other areas. Older pupils are very successful in achieving scholarships and gaining places at senior schools with competitive entry requirements, for which they are prepared well. This is because leaders and staff have high expectations of pupils' and are successful in meeting the school's stated aim of pupils developing as effective learners equipped with confidence to face and overcome challenge. In their response to the pre-inspection questionnaires, almost all parents agreed that the school provides a suitable range of extra-curricular activities. Within the context of the size of the school, the success achieved in team sports is outstanding. Pupils have been selected for county football and cricket teams including the county cricket disability squad. Pupils have competed successfully in national swimming and athletics competitions and the school equestrian team has reached the national final. Pupils have achieved success in regional and national dance events, including UK championship standard at Irish dancing. Pupils of all ages participate with confidence and competence in public choral performances. Pupils achieve well in external examinations in ballet, spoken English and music.
- 3.12 Most pupils throughout the school engage very well with their learning and demonstrate positive attitudes, due to staff almost always communicating their high expectations of behaviour and effort and encouraging with praise. Some pupils sometimes lack urgency in their engagement with work when these expectations are occasionally not applied consistently enough by staff. For the most part pupils work with enthusiasm and cooperation as seen when pupils researched the coastline on their maps and young children showed excellent initiative and collaboration in collecting information in the outdoor environment. Older pupils collaborated effectively in a practical science investigation, displaying high levels of curiosity, initiative, engagement and perseverance. This is because pupils respond well to the school's 'effective learner profile' promoted by staff who encourage them to be positive, engaged, resilient and to seek challenge.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages develop very strong self-confidence. They can express their opinions and feelings freely, secure in the understanding that these will be respected by others. Older pupils discussed strengths and weaknesses in their learning with inspectors and showed awareness of the self-discipline and resilience required to improve their performance with due emphasis on their independent learning. Pupils have strong levels of self-esteem because they benefit from a warm, caring and supportive environment that encourages them to be themselves and feel at home. Young pupils learning to swim exemplify how they show resilience in meeting and responding to challenge. Pupils who experience learning or personal difficulties are very well supported by staff who know them well and will ensure that information is shared appropriately through a strong network of pastoral communication. All pupils, including those with SEND and emotionally vulnerable pupils, develop increased self-confidence due to the support provided through a wide variety of initiatives. These include 'worry-boxes', chosen 'special tutors' and 'Lottie time'. Children can feel less anxiety trying to overcome their difficulties in learning to read when supported by the school's qualified assistance dog. Some children benefit therapeutically from interacting with Lottie and others develop self-confidence through learning about dog training.
- 3.15 Pupils realise the importance of decisions and understand how making decisions can determine their future success. Young children choose their play activities and were observed to make their own

decisions in exploring the woodland area, experiencing great joy when they discovered a route through. Older pupils reported that they must make decisions regarding their independent research and project work based on the local region. They must also make choices regarding the range of activities available to them and must sometimes follow a selfless option when these coincide with commitments outside of school. The school council representatives make suitable choices to improve the resources for pupils such as playground equipment. Pupils' confidence and ability to make good decisions is underpinned by the school's ethos of encouragement and challenge within a caring supportive atmosphere and because of the quality of their relationships with pupils and adults alike.

- 3.16 Pupils develop an appreciation of the non-material aspects of life. Pupils are reflective about their work. They show an appreciation of the aesthetic aspects of school life in the creative and performing arts, as seen in their artwork in the style of the street artist Keith Haring. Pupils across all sections of the school engage with and appreciate the beauty of choral singing. Young children exhibit a keen interest and delight in the richness of nature in the school grounds. Pupils engaged with interest in a philosophical discussion, providing insightful and reflective comments when comparing Greek gods with contemporary gods. Pupils requiring time and space to be calm can visit the garden room. Pupils have a break from timetabled activities in 'well-being week', when there is further opportunity to reflect on the spiritual aspects of life. Pupils show strong appreciation of the natural world and the environment in many of their voluntary activities in the woodland explorers' programme, challenge award, enrichment programme and eco-club.
- 3.17 Pupils show a well-developed understanding of right and wrong. Pupils are willing to speak out publicly and challenge wrongdoing. They show a strong awareness of the importance of accepting responsibility for their own behaviour and show consideration for others. They help establish rules and show a clear sense of the values of positive behaviour, kindness and compassion that is actively promoted by the school. This is seen in pupils' collaboration to produce their own classroom and playground rules. Pupils view the school council positively and have created their own pupil-led reward and sanctions system. From the youngest age pupils respect the boundaries and rules requested of them. On those occasions when they get things wrong, pupils accept the consequences, reflect on their actions and set their goals to improve. Pupils understand that bullying is wrong, will not be tolerated and that there are mechanisms for dealing with it of which they are part. They express confidence in the support that would be provided by the staff if required.
- 3.18 Pupils display strong levels of social awareness. Pupils are aware of their own feelings and the feelings of others and communicate these in a mature way. This is because staff encourage pupils to listen to their peers and empathise. Pupils collaborate well in class and in other activities. Older pupils can be seen helping the younger pupils in activities such as making gingerbread houses. Pupils work well with others by being part of a happy, friendly community. Pupils from different year groups form supportive relationships through seizing opportunities to cooperate within their houses, the school council, at lunch and in other activities. In the EYFS, children make excellent progress in the area of 'making relationships'. Almost all parents agree that the school helps their child to develop strong teamwork and social skills. School leaders and staff are successful in meeting the stated aim that pupils can be supported to be inclusive, tolerant, fair-minded and valuing of the importance of relationships with others.
- 3.19 Pupils develop a strong understanding of their social responsibilities and contribute most effectively to the welfare of their peers. All the eldest pupils have the opportunity to be prefects, anti-bullying ambassadors, house and sports captains, along with various mentoring and buddy roles. They fulfil these positions of responsibility with enthusiasm and diligence; they are positive role-models and demonstrate the characteristics of the school's effective learner profile. Older pupils regularly volunteer to help advance the welfare and enjoyment of school for younger pupils during assemblies and break times. Several initiatives to benefit the school community have been volunteered and led by the pupils including taking responsibility for the school library and organising clean up groups to keep the school tidy. The school council has developed a new rewards and sanctions policy, initiated

the adoption of 'meat-free Monday' and organised new playground resources. The pupil representatives of the school council also meet with all prospective members of the teaching staff. Pupils show their commitment to developing environmental responsibility through the eco-committee. Pupils experience and appreciate the benefits of supporting the local community and charities. Older pupils have carried out beach cleans at Eastbourne and pupils participate keenly in visits to the elderly in the local community to sing carols. They have initiated fund-raising activities to support the homeless, purchased areas of threatened rainforest and supported those with epilepsy and autism. The excellent enterprise, teamwork and initiative shown by pupils in their social responsibility is founded on the opportunities, such as the challenge award, house events and workshops that the staff organise, support and encourage the pupils to develop.

- 3.20 Pupils value their own and other cultures and show instinctive tolerance and respect for others regardless of gender, background, ability or race and reject prejudice and discrimination. Pupils are welcoming and inclusive and their relationships are natural, warm and friendly. In the EYFS, stereotyping is challenged through games and roleplay, and staff make good use of supporting texts which cover topics such as different family relationships and different preferences which they share and discuss with the children. Pupils understand the importance of support and show particularly strong understanding for those with learning needs because pupils with SEND talk openly about subjects such as dyslexia and autism in school assemblies and these differences are accepted and transparent. Pupils recognise the importance of and can provide examples of shared British values such as the rule of law, democracy and mutual respect which they study as part of the school's personal, relationship, social, health and economic, education (PRSHE) programme. Through participation in a local youth voting competition, pupils won a gold award and a visit to the House of Commons. Pupils gain a good understanding of other cultures through their lessons and by immersing themselves in other cultures on residential visits, for example to France and 'snow world', in workshops such as Year 3 'Egyptians' and in the Mandarin after school activity.
- 3.21 Pupils show a good understanding of the need for a healthy lifestyle and how to keep safe. Pupils know how to keep safe online as a result of the e-safety training they receive within PRSHE lessons, assemblies and from visiting speakers. Almost all pupils who responded to the questionnaire said that they knew how to stay safe online. Young children demonstrated a good awareness of staying safe in the woodland area and in the swimming pool. Pupils make sensible dietary choices and make very good use of the many opportunities for physical exercise and fresh air available to them in the school grounds at break times. This is well supported by the school's strong programme of physical education, sports matches and after school activities. Pupils are aware of the importance of mental health and appreciate the attention to their emotional well-being given by the staff and visiting specialists including an outside listener and an art therapist. The positive efforts of the school's leaders, governors and staff to ensure there is a strongly implemented safeguarding culture enables pupils to feel, safe, valued and happy.

## 4. Inspection Evidence

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

### Inspectors

Mr Vaughan Jelley	Reporting inspector
Mrs Karen McDonald-Tuckwell	Compliance team inspector (Head of lower school, IAPS school)
Mrs Clare Lynas	Team inspector (Head, IAPS school)