



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Twickenham Preparatory School

March 2022

Contents

School's Details		3
1. Background Information		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. Regulatory Compliance Inspection		5
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		6
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
3. Educational Quality Inspection		8
Preface		8
Key findings		8
Recommendations		8
The quality of the pupils' academic and other achievements		8
The quality of the pupils' personal development		10
4. Inspection Evidence		13

School's Details

School College	Twickenham Preparatory School			
DfE number	318/6067			
Registered charity number	1067572			
Address	Twickenham Preparatory School Beveree 43 High Street Hampton TW12 2SA			
Telephone number	020 8979 6216			
Email address	office@twickenhamprep.co.uk			
Headteacher	Mr Oliver Barrett			
Chair of governors	Mr Harry Bates			
Age range	4 to 13			
Number of pupils on roll	278			
	EYFS	25	Juniors	219
	Senior prep	34		
Inspection dates	1 to 4 March 2022			

1. Background Information

About the school

- 1.1 Twickenham Preparatory School is an independent co-educational day, housed in a grade II listed building with a purpose-built pre-prep. It was founded in 1969 and moved to Hampton in 1992. The school comprises the Early Years Foundation Stage (EYFS), for children aged 4 to 5 years; juniors, for pupils aged 5 to 11; and senior prep, for male pupils aged 11 to 13 years. Female pupils leave at the age of 11. The school is a charitable trust overseen by a board of governors.
- 1.2 Since the previous inspection, a building housing art and design technology, new classrooms and a digital media suite has been added to the school opposite the main site. The Reception class outdoor learning area has been extended. The current headmaster took up his post in September 2020.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.4 The school seeks to create a safe, caring and happy environment where pupils are valued and thrive. It seeks to value and celebrate different faiths and cultures in the context of a Christian school. The school endeavours to instil core values so that pupils treat others as they would like to be treated and are calm, courageous, considerate and courteous.

About the pupils

- 1.5 Pupils come from the local area and a range of professional backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average compared to those taking the same tests nationally. The school has identified 48 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia and speech and language difficulties, of whom 45 receive additional support. One pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 39 pupils, of whom four receive additional support for their English. Data used by the school has identified 40 pupils as being the most able in the school's population and the curriculum is modified for them.

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. 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 in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 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'.

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 are excellent communicators who speak with clarity and confidence.
- Pupils' attitudes to learning are excellent.
- Pupils show high levels of knowledge, very good application of skills and excellent understanding in lessons and discussions.
- Pupils develop excellent study skills over time. They show a strong ability to think independently when given the opportunity to do so.

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

- Spiritual understanding and knowledge are excellent.
- Pupils are fully inclusive and respectful of people from different faiths and cultures.
- Pupils' understanding of how to stay safe and healthy in all its forms is highly developed. Pupils know how to look after their bodies and how to stay safe online.
- Pupils' levels of moral understanding are extremely high. They have a clear understanding of right and wrong and know how their behaviour affects others.

Recommendations

3.3 The school should make the following improvements:

- Improve pupils' ability to apply their independent thinking skills.
- Further strengthen the progress pupils make in response to teachers' feedback.

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' communication skills are excellent. They speak articulately, confidently, informatively and passionately about their learning and listen to others attentively and with respect. Pupils read for enjoyment and are adept at sourcing information. They write imaginatively and with flair during creative tasks, and succinctly and accurately for factual tasks. Pupils write for a variety of audience and in a range of genre. They display wide ranging, advanced vocabulary and use it in context. In a Year 8 mathematics lesson subject associated vocabulary was deployed extremely well to describe angles between parallel lines. Pupils respond to complex instructions extremely well from an early

age. Collaborative learning is a major factor in developing pupils' communication skills. They communicate well in French and acquire high levels of vocabulary which they translate fluently. In Year 1, pupils explained accurately how to solve number problems. Pupils were able to explain informatively the use of rhetorical questions in Year 7 English within a poem. They articulated with clarity the relationship between the language of the poem and the images of the industrial revolution created by George Orwell.

- 3.6 Pupils' attitudes towards learning, including their ability to demonstrate initiative and independence are excellent overall. They are engaged and willing to learn and enthusiastic about taking leadership in their learning. Pupils excel when given the opportunity to be independent and the investigative freedom to work things out for themselves. This was seen in a Year 1 mathematics lesson where pupils worked independently when working out how to represent numbers in different ways. Their willingness to work collaboratively is meaningful as pupils thrive when working together on a common goal. They show extremely high levels of perseverance and commitment in lessons. Children in the EYFS use initiative to independently direct their own learning. For example, in a lesson about letters and sounds, children took the sounds and blends they had learned and applied them effectively in their free writing. Pupils take leadership of their learning and encourage one another. This was seen in a Year 7 French lesson where pupils used computers independently to acquire new vocabulary and share it with others. Excellent initiative was observed in a mathematics lesson where senior pupils volunteered their own solutions to complex problems posed by the teacher. Pupils demonstrate confidently to others as seen in a Year 3 dance lesson where all pupils successfully showed off their independently created moves.
- 3.7 Pupils of all ages and abilities attain very high levels of knowledge, skills and understanding. Early years pupils have well-developed fine and gross motor skills and excellent levels of vocabulary acquisition. Pupils use subject appropriate skill to a very high level and this consistently improves their understanding. In a Year 3 music lesson, pupils demonstrated excellent skills during a beat length and rhythm reading task. In a Year 7 music lesson, pupils showed a strong understanding of various music techniques and created their own music motifs. In a Year 6 mathematics lesson, pupils interpreted and used time, distance and speed graphs extremely well. In a Year 7 English lesson, pupils demonstrated an outstanding understanding of religious symbolism when determining parallels with Blake's Christianity. An excellent animation on the causes of the civil war, presented by Year 8 pupils during an assembly, demonstrated high levels of skill. Pupils in a Year 7 geography lesson, knew how load bearing and friction differs at various points on a river. An air of eager diligence pervades the school which helps pupils acquire and consolidate new information and techniques. Most pupils who responded to the pre-inspection questionnaire agreed that their teachers know how to help them to learn. Inspection evidence supports this view.
- 3.8 Pupils develop high levels of study skills, enjoy their learning and show intellectual curiosity. They can predict, analyse and synthesise to accelerate their learning. This was observed in a Reception science lesson where children confidently analysed whether fruits came from pips, seeds or stones. They predicted sensibly how many seedlings would germinate from one pepper. Pupils asked probing and well thought out questions when studying *The Odyssey* in a Latin lesson. They interpreted the story well and hypothesised about the reasons for the decisions made by Odysseus's crew. In a Year 6 religious studies (RS) lesson, pupils used factual data to analyse with clear insight how historical figures made a positive contribution to Humanist thinking. Pupils do not always apply their independent thinking skills strongly because they are not always given the opportunity to do so. Pupils extend their study skills independently as seen in a recreation of Roman army formations done in construction materials in Year 3. Pupils have very good analytical skills, and these are improved when teachers' feedback encourages focus, sets next steps for learning and provides challenge. Pupils in Year 8 apply aspects of Plato's philosophy to contemporary issues with great effect.
- 3.9 Pupils' achievement and progress over time from their various starting points is excellent. Almost all parents who responded to the questionnaire agreed that teaching enables their child to make

progress. Inspection evidence supports this view. Pupils of all abilities make very good progress particularly in mathematics and English. Pupils achieve highly in all subjects and thrive on aspirational challenge and attain well above average by the time they leave the school. This is because leaders make highly effective use of standardised data which is fully analysed and communicated to all staff. Pupils achieve high levels of attainment particularly in English and Latin, as seen in lesson observations and examples of pupils' work. Children with special educational needs and/or disabilities (SEND) perform highly, and benefit from excellent support staff. In the questionnaire, a few pupils disagreed that teachers' feedback or marking help them to improve. Inspectors found that not all feedback and marking enable pupils to make strong progress. However, the most effective assessment and feedback to learners results in pupils making rapid progress and achieving above expectation. Pupils achieve highly during their time at the school and gain a high number of scholarships at competitive senior schools. The excellent progress that pupils make is in line with the school's stated aim to provide a safe environment in which pupils thrive.

- 3.10 Pupils' mathematical achievement and skills are outstanding. Pupils have an excellent command of mathematical vocabulary and use key terms well. Levels of numeracy acquisition are excellent. The effective curriculum and tracking in mathematics enable pupils to make at least appropriate and often rapid progress. Pupils explain the theory of investigating and finding missing angles in regular polygons using mathematical terminology clearly. They explain informatively what they are doing and why, as seen in a Year 6 lesson where they explained the story of a graph. By the end of Year 8, pupils are highly competent mathematicians and are achieving high-quality results. In interview, pupils speak clearly about the use of mathematics in real world contexts. They articulate the situations when their acquired skills are useful to them in their everyday lives.
- 3.11 Pupils use computers effectively. Their understanding of their uses and application of information and communication technology (ICT) skills are excellent. Pupils are highly competent in their use of portable devices and use them to good effect for research and homework. Pupils are highly articulate when expounding their knowledge of the ways in which they use ICT. Year 7 pupils used ICT skills very well to identify French phrases describing different genres of television entertainment. Pupils are experienced and very able users of the online learning platforms they access. Year 5 pupils used computers with great confidence to find jingles and create voice overs for their own podcasts. They choose appropriately from a wide range of programs. Pupils' ICT skills are developed at a rapid rate from an early age and to an excellent level of application and understanding. Pupils benefit greatly and extend their skills by accessing the specialist classrooms, new resources and the digital media suite provided by the school.
- 3.12 Pupils' academic and non-academic achievements are extremely high across all areas of the school. They have a healthy sense of competitiveness and are highly motivated to achieve. Pupils have secure levels of understanding of their abilities and respond well to the opportunities to represent the school and be successful. They have won the national finals in a highly competitive strategic thinking skills competition and a recent local cross-country event. They compete at a high level in local and national chess, music and drama events. Excellence in art is reflected in project work and displays around the school. Pupils achieve high standards in music as seen in assembly when pupils played expertly for the school. There are many opportunities for pupils to enjoy and extend their skills in the wide range of extra-curricular activities. In interview pupils speak positively about the range of activities available. Pupils' academic and non-academic achievements owe much to the governance and leadership of the school. The governors show much awareness of the pupils' needs and are active in promoting pupils' academic development by supporting new ideas which challenge pupils' thinking and ensure their progress. They have initiated the development of the new building where pupils extend their skills and knowledge and achieve high results in art and design and multi-media activities.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.

- 3.14 Pupils have extremely high levels of spirituality across all ages and an excellent understanding of spiritual matters. The school's Christian ethos underpins all they do and helps them to become caring and compassionate to others regardless of race, faith or background. Pupils appreciate the peaceful tranquillity of nature and immerse themselves in forest school activities with great enthusiasm. Displays of pre-prep work on Lowry and Picasso are sophisticated for the age of the pupils and show a developed awareness of the artists' intentions. Pupils respond positively to the opportunities for reflection and to the use of music to energise and soothe in lessons and assembly. Pupils appreciate the success of other pupils and freely offer praise and congratulations, as seen in the celebration assembly. Senior pupils acknowledge other pupils' artwork in the school's wall of fame and scholarship portfolios. Acceptance of all beliefs and cultures is clear as seen in pupil interviews where they discuss with empathy and compassion other peoples' celebrations and festivals. In a Year 6 RS lesson, pupils verbalised the differences between Christianity and Humanism and highlighted insightfully how history had influenced humanist thinking. Pupils linked their work on Blake's *Tiger, Tiger* to the image of the lamb as a symbol of Christianity.
- 3.15 Pupils' levels of moral understanding are extremely high. They have a strong moral compass and the desire to be a positive element in the school community governs their behaviour. In interview pupils speak eloquently about the positive attitudes towards equality and reflect thoughtfully on how this affects them. They discuss maturely how they deal with situations amongst themselves which might cause anxiety and the need to modify their own behaviours. Pupils subscribe wholeheartedly to the school's core values and apply them to their own behaviour with conviction. Pupils have a clear understanding of right and wrong from an early age and know how their behaviour affects others. In a Year 1 lesson, pupils talked about the effects of pollution on natural habitats. They identified why this was 'not fair' on the animals and people living there. Pupils understand and follow the class and school rules with confidence and respect. Pupils are thoughtful and kind and older pupils relate well to younger pupils creating a real sense of community. Pupils engage in playground games and devise their own rules and respond to them with collegiate compliance.
- 3.16 Pupils are respectful of their peers and show high levels of sensitivity towards them. They talk openly about respecting differences and accepting individuals for their personality, not simply because of their race or background. Pupils are eager to learn more about different cultures from their peers and adults. They respect cultures, faiths and religions different to their own. In a Year 4 personal, social, health and education (PSHE) lesson, pupils show respect and understanding for different types of family composition. All parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people. Inspection evidence supports this view. The ethos of inclusivity permeates the school and is reflected in the pupils' acceptance and appreciation of everyone. Pupils show an understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance and discuss them informatively. Pupils have a clear awareness of and are outward looking in their approach to all communities. This is clear when pupils speak about how their friendship groups are made up of all different races and religions. Pupils are very clear in their views that injustice in the world is unacceptable. Pupils speak in a mature and sensible manner about sensitive issues, as seen in discussions with inspectors on relationships and sex education.
- 3.17 Pupils' understanding of how to stay safe and healthy in all its forms is excellent. They are determined to stay safe and healthy and exhibit excellent knowledge about what this means. They take responsibility to be safe in all they do. During discussions with inspectors, pupils spoke about being well-equipped to make good life choices. Pupils talked about what to look for in a good friend and the importance of exercise and a balanced diet. Almost all pupils who responded to the questionnaire said that they understand how to stay safe online. Inspection evidence supports this view. Pupils know how to make wise decisions about online safety and make positive choices to lead happy and safe lives. Pupils understand the importance of good mental health and know how this affects theirs and other people's lives. Pupils display excellent road safety awareness, as seen during a cycling session.

Pupils speak emphatically about feeling safe and are confident in the knowledge that staff will always be available and act if needed.

- 3.18 Pupils demonstrate high levels of self-confidence, self-esteem, self-discipline and resilience. Pupils have an excellent understanding of themselves and know what makes them the person they are. Pupils have excellent levels of perseverance and resilience as seen in Year 7 where pupils worked together to create a board game based on Kett's rebellion. They respond to challenges with commitment and enthusiasm when given the opportunity to do so. Pupils can explain clearly what they are good at and what they need to do to make progress. They understand where their strengths are in terms of their personality and self-esteem and reflect thoughtfully on how to be the best person they can be. Almost all parents who responded to the questionnaire agreed that the school helps their child to be confident and independent. This view is supported by inspection evidence. Pupils are reflective about themselves, and this assists them in their endeavours to improve as learners and as rounded members of the school community. The pupils are accomplished individuals who by knowing themselves, can navigate relationships successfully in a wide variety of situations. They speak informatively and sensitively about resolving conflict. They know how to address issues with adults and the importance of being an upstander not a bystander.
- 3.19 Pupils' social development and ability to collaborate are excellent. Pupils are socially aware of other people's feelings and work well together to achieve common goals. They solve problems, deepen their learning and build confidence before contributing ideas to discussions. This was seen in a Year 8 mathematics lesson where pupils worked together to identify the correct formulae to use for problem solving. In a pre-prep session with a visiting author pupils formulated well-thought-out questions which they asked articulately. Appreciation of other people is excellent, as seen in the spontaneous applause for pupils creating their own light motifs in a music lesson. Children in the EYFS are aware of each other's needs, take turns and work very effectively together as seen in a science lesson where they shared resources and ideas well. Pupils use every opportunity to work together with others in the school community. Older pupils are buddies with the younger pupils and support and encourage them with understanding and sensitivity. Pupils' collaboration skills are high, as seen when Year 7 pupils assisted others to understand the new vocabulary being studied in French.
- 3.20 Pupils make excellent decisions from an early age. They involve themselves in the democratic process when voting for school council and house captains with a sense of importance. Pupils extend themselves in lessons by choosing challenging extension work that will realistically extend their progress. Pupils enjoy and respond well when given the opportunity to be investigative, practical and active learners. Pupils react positively to social situations and choose wisely to resolve situations satisfactorily for everyone. In interview, pupils made it clear that they make good decisions by going back to the school's golden rule of treating others as you want to be treated. Senior pupils appreciate how the decisions they make over the next few years could affect their futures. They draw clear parallels between their current learning and their future career prospects. Pupils fully utilise their social skills to make decisions and seek the advice of their peers and the trusted adults around them.
- 3.21 Pupils embrace responsibilities with enthusiasm and a high level of understanding. Pupils utilise opportunities to make a difference to their school by standing for election for a range of positions. They take these roles seriously and speak highly of the classroom partnership practice. They carry out their leadership roles, such as head boy and girl, house and sports captains with pride and determination. Pupils are eager to make a positive difference to those less fortunate than themselves. They make efforts to connect with those in need in the local community and are actively engaged in raising significant funds for a school in Malawi. Pupils are engaged with the local community through harvest festival, the sending of Christmas cards and writing letters to care homes. Their understanding of the challenges that face the world is sophisticated. They are mindful of the difficulty this presents and seek out ways in which they can help. They speak emotionally about the current conflict in the world and how members of their school community have been affected and supported.

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 form meetings 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 Paul Easterbrook	Reporting inspector
Dr Gerard Silverlock	Compliance team inspector (Former headmaster, IAPS school)
Ms Deborah Mills	Team inspector (Headmistress, ISA school)