



**ISI** Independent  
Schools  
Inspectorate

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

**Thetford Grammar School**

**June 2019**



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## School's Details

<b>School</b>	Thetford Grammar School			
<b>DfE number</b>	926/6128			
<b>Address</b>	Thetford Grammar School Bridge Street Thetford Norfolk IP24 3AF			
<b>Telephone number</b>	01842 752840			
<b>Email address</b>	scsec@thetgram.norfolk.sch.uk			
<b>Headmaster</b>	Mr Michael Brewer			
<b>Proprietor</b>	Thetford Grammar School Limited			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	193			
	<b>Boys</b>	114	<b>Girls</b>	79
	<b>EYFS</b>	14	<b>Prep</b>	23
	<b>Seniors</b>	127	<b>Sixth Form</b>	29
<b>Inspection dates</b>	4 to 6 June 2019			

## 1. Background Information

### About the school

- 1.1 Thetford Grammar School is an independent day school for boys and girls aged between 3 and 18 years. Originally founded in the 10th century, it was a state grammar school for much of the 20th century and became independent in 1981. The school became a limited company in July 2017 and is owned and managed by Thetford Grammar School Limited. The proprietor is supported by an advisory board of governors. Since the previous inspection, the school has had a change of head. The school is structured into EYFS, prep, senior and sixth form departments.

### What the school seeks to do

- 1.2 The school's aim is to provide a unique, personalised education, to celebrate and support each child as an individual, finding their strengths and challenging them to achieve and to grow through a stimulating curriculum and excellent levels of pastoral care that enable the highest possible academic achievement and personal development of each pupil. The objective is to cultivate an international outlook that prepares pupils for success beyond school and inspires them to contribute positively as global citizens.

### About the pupils

- 1.3 Pupils come both from the town and from its wider geographical area. The school has a small number of international pupils, mostly from China, who live with host families. Nationally standardised test data provided by the school indicate that the ability of the pupils in the senior school and sixth form is above average. The school has identified 56 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 24 of whom receive additional specialist help. Six pupils in the school have an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for 10 pupils, whose needs are supported by individual and group lessons and their classroom teachers. Data used by the school have identified 17 pupils as being the most able in the school's population, and the curriculum is modified for them and for 5 other pupils because of their special talents in sport, music, and arts.

## 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 REGULATORY 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.

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 does not meet all of the required 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 should take immediate action to remedy deficiencies as detailed below.

### PART 1 – Quality of education provided

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2015 to 2017 have been in line with the national average for sixth formers in maintained schools.
- 2.5 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.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

- 2.9 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met and provision is made for first aid. Pupils are properly supervised, admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 Most safeguarding procedures are appropriate; staff are suitably trained and prompt contact is made with outside agencies as required. However, procedures for safeguarding pupils by checking the suitability of staff and proprietors do not have full regard to statutory guidance. In particular, checks against the barred list and the list of those prohibited from teaching are not always carried out before staff commence employment. References are not always obtained for staff before they start work. The requirements relating to fire safety are not met. The school's fire risk assessment does not cover all school buildings and there is no fire risk prevention policy.
- 2.11 The standards relating to welfare, health and safety in paragraphs 9-11, 13-16, 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, but those in paragraphs 7 (safeguarding) and 12 (fire safety) are not met.**

### Action point 1

- **the proprietor must ensure that references are obtained and all required checks, in particular checks against the barred list and the list of those prohibited from teaching, are made on all staff prior to appointment [paragraph 7(a) and (b), EYFS 3.4–3.7].**

## Action point 2

- **in order to comply with the Regulatory Reform (Fire Safety) Order 2005, the proprietor must carry out, implement and regularly review fire risk assessments for all areas of the school, and produce and implement a fire risk prevention policy [paragraph 12, EYFS 3.54–3.55].**

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

- 2.12 The school makes appropriate checks to ensure the suitability of proprietors and a register is kept as required.
- 2.13 The school does not carry out all of the required checks on staff, such as checks on medical fitness and identity, prior to appointment.
- 2.14 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 19, 20 and 21 [suitability of supply staff and proprietors and the single central register of appointments] are met but the standard relating to the suitability of staff [paragraph 18(3)] is not met.**

## Action point 3

- **the proprietor must ensure that all required medical fitness and identity checks are obtained for all staff prior to appointment [paragraph 18 (3), EYFS 3.9, 3.12].**

## PART 5 – Premises of and accommodation at schools

- 2.15 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.
- 2.16 The standards relating to the premises and accommodation [paragraphs 22 – 29] are met.**

## PART 6 – Provision of information

- 2.17 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 pupils 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.
- 2.18 The standard relating to the provision of information [paragraph 32] is met.**

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

2.19 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.

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

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

2.21 The proprietor has not ensured that leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that all standards are consistently met and, hence, they do not actively promote the well-being of the pupils.

2.22 Staff recruitment checks are not always undertaken in a timely manner, and not all required fire safety provision is monitored by the school.

**2.23 The standard relating to leadership and management of the school [paragraphs 34] is not met.**

**Action point 4**

- **the proprietor must ensure that the leadership and management of the school develop the skills and knowledge they need and have the time available to enable them to fulfil their responsibilities, meet the required standards and actively promote the well-being of pupils [paragraph 34 (1)(a), (b) and (c)].**

### 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 good.
- Pupils across the school develop excellent study skills.
  - Pupils' achievements are excellent in extra-curricular activities.
  - Achievement in the EYFS and prep school is excellent.
  - Pupils' achievement and progress across a range of subjects and year groups in the senior school are inconsistent.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils develop excellent self-knowledge so that they are well prepared for the next stage of their lives.
  - Pupils are i consciously aware of the impact of the choices they make on their own well-being.
  - Pupils develop resilient attitudes and consider themselves to be part of a community where each individual is valued.

## Recommendations

- 3.3 The school is advised to make the following improvements:
- Establish a strategic overview to monitor teaching and learning to improve the progress of pupils in the senior school.
  - Make consistent use of assessment data to the best outcomes for pupils.
  - Extend writing opportunities across subjects, particularly in the senior school, to support more rapid progress.
  - Initiate systems to ensure the full integration of overseas pupils into the school community.

## The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 Pupils display a good level of knowledge and understanding across the curriculum. In lessons which are engaging, ambitious and foster an industrious attitude, their achievement is excellent. In some lessons, pupils are supported to achieve highly through effective lesson planning, regular assessment, and teaching which engages and challenges them. For example, in a religious studies lesson in Year 12, pupils demonstrated a deep understanding of complex beliefs and philosophies and, in a biology lesson in Year 8, pupils dissected a pig's heart and kidneys and extended their understanding as they considered the human heart and how to keep it healthy. Pupils develop strong creative skills through a cross-curricular approach to teaching and learning, well-resourced facilities, frequent trips, entry into competitions and participation in projects. However, the recommendation of the previous inspection to monitor and review teaching and learning across the school and in all subjects, and to share best practice, has yet to be established. As a result, there is an inconsistency of approach across subjects and across year groups, particularly in the senior school, which limits overall progress for pupils. Most parents reported in the pre-inspection questionnaire that the school enables their children to make good progress across the curriculum and this view was supported by pupils in interviews and by the inspection evidence.
- 3.6 Results at GCSE in the years 2015 to 2017 have been above the national average for maintained schools. Results in A-level examinations during the same period have been in line with the national average for maintained schools. Results in 2018 indicate that this level of attainment has increased,

with A-level grades improving in every subject. Additional data provided by the school, scrutiny of pupils' work and lesson observations confirm that pupils across the senior school make good progress overall. This level of progress is similar for pupils with special educational needs and or disabilities (SEND), English as an additional language (EAL) and those who are the most able in the school community. Pupils' achievement is not currently systematically tracked across all ages so as to support pupils in making the best possible progress. Achievement in the EYFS is excellent. Children make excellent progress in their learning and development relative to their starting points, abilities and needs as a result of a low pupil-to-staff ratio. Since the previous inspection, the school has developed the partnership with parents further by ensuring that they contribute to the record of their children's learning, which helps ensure that pupils of all abilities in the prep school attain equally highly.

- 3.7 Pupils demonstrate excellent study skills as a result of their ability to concentrate, work collaboratively and take leadership in their learning. The school allows pupils to take initiative in lessons and actively encourages them to work collaboratively in their learning. They show resilience and determination when they find things difficult, and talk proudly about the work they produce. Pupils develop excellent higher-order thinking skills as a result of careful questioning by teachers. They explore increasingly complex ideas through conversation, challenging their own understanding and that of their peers. For example, in an English lesson in Year 8, pupils competently analysed persuasive writing texts which informed them about parenting decisions. Pupils draw knowledge from a wide range of printed resources and use these to enhance their learning skills. Pupils' attitudes to learning are particularly well supported in environments that provide lively displays which challenge them to think and celebrate their achievements. They value the opportunities to work independently and collaboratively and do this highly successfully. For example, older pupils use collaborative revision techniques including 'revision trees' to map and organise their knowledge and the 'shopping' technique to cooperate and formulate a wider shared understanding. Pupils have an excellent willingness to collaborate and learn collaboratively. Pupils cite the recent success in cricket resulting from the strong encouragement provided by staff and pupils to realise the importance of working together. One of their key strengths is the desire to take leadership in their learning, and the school enables them to pursue this through the extra-curricular programme, a range of projects, competitions and fundraising activities.
- 3.8 Pupils achieve highly in an extensive range of areas beyond the curriculum. They are eager to push themselves and achieve success in the arts, drama, sports, the Duke of Edinburgh's Award scheme, and many other challenges and competitions. Specific recent achievements include, for example, a pupil competing at national level in netball, and many pupils participating in cricket and rugby competitions with local teams. The excellent willingness and desire of pupils to participate is matched by the school's provision which includes an exceptionally high number of enrichment sessions offering opportunities across the curriculum to develop a variety of skills. Pupils' achievements are illustrated, for example, by winning music scholarships at universities, composing music which is featured in a competition masterclass and selection to be performed in public venues, membership of the National Schools' String Orchestra and the National Youth Choir, winning honourable mentions in the International Exhibition of Fine Arts and completing live briefs where a pupil's design was chosen for a local pub menu. Further to this, high levels of success are achieved through activities such as the chemistry Olympiad.
- 3.9 Pupils of all ages, including those with SEND, display strong oral communication skills enhanced by the many opportunities to participate in school events such as house public speaking and drama. Pupils with EAL converse with increasing confidence with adults as they build up their skills strongly facilitated by teachers' support. Communication with their peers is more limited as the induction programme is in its infancy and pupils are working to improve their confidence in order to integrate fully. In the EYFS and the prep school, pupils talk with high levels of competence, knowing their views will be listened to by both their peers and the supportive adults that care for them. Pupils in the senior school are highly articulate and illustrate strong speaking and listening skills when responding to, and challenging, other pupils' opinions. Across the school, pupils develop a good level of written

communication skills, with some excellent examples as seen in the variety of tasks and assignments. However, pupils' progress in the senior school is hindered, on occasion, by an inconsistent approach which includes the sporadic marking of books and few opportunities for extended writing. The school partially meets the recommendation of the previous inspection in that, although an overview of pupils' assessment data has been undertaken, pupils' progress is not currently systematically tracked across all ages so as to support pupils in making the best possible progress. Opportunities for pupils to develop their creative writing skills outside of English lessons are limited by the over-use of worksheets, particularly in the prep school. Pupils with SEND develop their skills highly effectively, supported by the opportunities to utilise technology to assist with recording and correcting their work.

- 3.10 Pupils' numeracy skills are good, strongly enabled through the opportunities provided to think logically about the steps involved in solving complicated problems, and the associated discussions stimulated by the teaching. Pupils in the prep school demonstrate strong competence in numeracy for their age and underlying ability. For example, pupils in Year 4 competently found the factors of two-digit numbers and those in Year 6 relished undertaking algebraic challenges. A large volume of work is covered and thorough consolidation, personalised differentiation and explanation facilitated by small classes and a push for independent work, enable many pupils to make progress ahead of age-related expectations. In the senior school, pupils are encouraged to take risks through the posing of challenging questions. Pupils demonstrate that they can think logically in order to solve problems. Pupils apply their skills to other areas such as biology, such as when analysing population trends. However, at times, the volume of work completed and the challenge provided for pupils, across classes and year groups, limits overall progress.
- 3.11 Pupils across the school are comfortable using a range of information and communication technology (ICT). In the prep school, excellent skills are apparent, and they are used highly effectively across a range of subjects contributing strongly to their excellent overall achievement. Children in the EYFS confidently use an app to create and record their own compositions, and older pupils learn to code highly successfully. Pupils across the prep school use a variety of programmes highly successfully. In Years 1 and 2, they use a writing programme to create their own version of well-known story books, cutting and pasting, and drawing on sources with complete confidence. They are supported by the recognition of leadership of the importance of resourcing in this area, and by the strong subject knowledge of their teachers. Pupils in the senior school develop good ICT skills. In music, where resourcing is excellent, they display a sophisticated ability to use the software provided to deepen their knowledge and skills.

## The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils are reflective and display high levels of confidence and resilience as a result of the opportunities they have within Thetford's community environment. This is strongly supported by the nurturing ethos that exists throughout the school, and meets the school's aim for pupils to find their strengths and prepare them for success beyond school. In the pre-inspection questionnaire, most parents stated that the school helps their children to be confident and independent whatever their starting point, that pupils develop self-esteem and are determined to give their best. Discussions with pupils and inspection evidence also support these views. Pupils strongly appreciate the close community within the school and how the staff and pupils encourage them to develop their self-confidence. In interviews, pupils highlighted the particular focus that the school has on individual personalised education which reflects the school's aim. Pupils across the school feel positive about themselves and their places within the school community as a result of open relationships, small classes and tutor groups, enabled through the mutual respect between staff and pupils. Pupils are able to debate and challenge each other and teachers as a result of the respectful culture established by the leadership and management.
- 3.14 Pupils develop an excellent understanding that the decisions they make are important determinants of their own success and well-being. This is because well-being issues are discussed in a safe environment such as open forums for discussion of uncomfortable topics including the discussion of religions and whether belief in a religion affects your choices. Sensible decision-making is enabled from the earliest ages through gentle progression of risk-taking opportunities, such as when playing on ride-on toys, and older pupils considering why movies rated as 12A might not be appropriate for 11-year-olds. Pupils make appropriate decisions about their behaviour and learning supported through the curriculum. For example, in a drama lesson, pupils in Year 8 considered appropriately the hidden message behind a play script that related to the dangers of 'feel-good temptations'. Pupils make decisions about which tasks will challenge them, understanding that mistakes help them to learn. This is supported by staff who emphasise that the role of the pupils is central to school life.
- 3.15 Pupils have a strong appreciation of the non-material aspects of life, for example by developing an understanding of how religious beliefs relate to science whilst attending a conference on the creation. They learn to empathise with others, for example, when they attended the last post ceremony at Ypres and empathised with those who suffered as a result of war. Pupils developed their understanding further as the school community, including parents, worked together to commemorate the First World War Centenary by knitting, crocheting and crafting poppies of all sizes, which were then displayed to encourage reflection upon war and its consequences. As a result, older pupils respond highly positively to the encouragement to consider what they would like to change in the world and how their ideas might be put into practice.

- 3.16 Pupils show excellent moral understanding and a keen sense of social development and collaboration. They make an excellent contribution to the lives of others in the school and wider community and take responsibility for their own behaviour. The pupils have a strong understanding of right and wrong, and display strong views when considering the issues caused by racism in society. Across the school, they work effectively with others, including when solving problems and achieving common goals, supported by the carefully designed and comprehensive personal, social and health education (PSHE) and tutor programmes. Pupils recognise and understand their own privileged backgrounds and, as a result, feel the need to help others. This is underpinned by an approach which is interwoven throughout the entire school community, with older pupils, teachers and support staff alike all demonstrating a great sense of pride in contributing to society, undertaking a plethora of charitable acts. They raise money for cancer and mental health charities, and collect bags of sugar to make food to help feed local homeless people over the winter. Other examples include raising money for a charity supporting deaf and blind people with an 'Evening of the Arts' and the Year 9 'Pay it Forward' scheme where pupils are encouraged to do an act of good within the community. Pupils readily give of their time to help others both in and outside the classroom; older pupils set an excellent example to younger pupils through their mentoring programmes. Pupils across the school demonstrate an excellent sense of responsibility as they carry out the various roles made available to them, such as head girl, prefects and school council representatives. Children in the EYFS show excellent sharing skills as they demonstrate their understanding of how to work with others on the 'road' in their playground.
- 3.17 Pupils respect and celebrate each other as individuals, and promote understanding of their own and other cultures. They have a thoughtful and perceptive awareness of British society and the role of the democratic process, public institutions and services, and can relate these to the value systems of others. This is supported by the school's extensive programme of international trips and exchanges, instituted by the leadership, which are designed to instil respect and tolerance of others, value diversity and encourage appreciation of different cultures. This outcome is also supported within the curriculum in subjects such as religious studies and history and the recently introduced community values, the '3 Rs', Respect, Responsibility and Resilience. The school has partially reached its aim to cultivate in its pupils an international outlook that prepares them for success beyond school and inspires them to contribute positively as global citizens. The integration of international pupils with their peers is not yet fully established.
- 3.18 Pupils have an excellent understanding of how to lead a healthy and safe lifestyle. Pupils know who to speak to if they have a problem or require advice. A small minority of parents in their replies to the pre-inspection questionnaire commented that the school does not always encourage their children to adopt a healthy lifestyle. However, in interviews, older pupils were clear that the school does encourage a healthy lifestyle and inspectors concurred. This is strongly supported in the PSHE programme which covers topics such as substance abuse, alcohol use, healthy eating, exercise and online safety. E-safety training and the ramifications of their online actions are clearly communicated to pupils and they commented on how the programme has enabled them to develop a strong understanding of the topic and to understand the importance of modifying their behaviour appropriately. Younger pupils bring healthy snacks to school, enjoy sampling the wide choice of foods on offer and explain with confidence why they must select healthy items. Pupils speak animatedly of their enjoyment of a recent road safety magic show and know exactly who to go to with any worries or concerns or if they feel sad. The younger pupils clearly understand the procedures for maintaining supervision at playtimes and happily explain their food choices at lunchtime.

## 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 proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and staff to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Sara Wiggins	Reporting inspector
Mr Bill Burn	Accompanying Inspector (Former second master, HMC school)
Mr Daniel Wilson	Compliance team inspector (Assistant principal, SofH school)
Mrs Cathy Braithwaite	Team inspector (Head, IAPS school)
Mrs Joan Storey	Team inspector (Director of education, Cognita)