



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Canbury School**

**December 2019**



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### School's Details

<b>School</b>	Canbury School		
<b>DfE number</b>	314/6068		
<b>Registered charity number</b>	803766		
<b>Address</b>	Canbury School Kingston Hill Kingston Upon Thames Surrey KT2 7LN		
<b>Telephone number</b>	020 8549 8622		
<b>Email address</b>	reception@canburyschool.co.uk		
<b>Head</b>	Ms Louise Clancy		
<b>Chair of governors</b>	Ms Mary Harknett		
<b>Age range</b>	11 to 18		
<b>Number of pupils on roll</b>	64		
	<b>Seniors</b>	56	<b>Sixth Form</b> 10
<b>Inspection dates</b>	03 to 05 December 2019		

## **1. Background Information**

### **About the school**

- 1.1 Canbury School is an independent co-educational day school established in 1982 for pupils aged between 11 and 18 years. The school comprises a senior school for pupils aged 11 to 16 and a sixth form for pupils aged 16 to 18. The small size of the school is designed to meet the needs of the pupils, 53 of whom have special educational needs and/or disabilities (SEND), all of whom receive specialist support for a wide range of learning difficulties. There are 51 pupils who have an education, health and care (EHC) plan. The school is a charitable trust overseen by a board of governors.
- 1.2 Since the previous inspection, the school has increased its approved maximum capacity and age range. It has opened a purpose-built sixth-form building with tutorial rooms and a common room. A sixth-form curriculum has been established to include a range of Level 3 BTEC and A-level courses in addition to classes to prepare for resit examinations in English and mathematics. Sixth-form pupils undertake a weekly work experience placement as part of their curriculum.

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

- 1.3 The school seeks to establish a small and nurturing environment to encourage pupils to flourish in a stimulating, supportive and caring atmosphere. The school aims to provide a varied and balanced curriculum that is adapted to meet the needs of pupils of all abilities especially those with SEND.

### **About the pupils**

- 1.4 Pupils come from professional and business backgrounds in west London as well as other parts of the south east. Some pupils have additional social, emotional and mental health (SEMH) needs. There are no pupils for whom English is an additional language (EAL). The school has identified nine pupils as being the most able in the school's population and the curriculum is modified for them.

## 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. 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](#).

## Key findings

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

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

- 2.2 Some pupils take GCSE examinations but the small number of entries does not allow reliable comparison with averages for pupils in maintained schools to be made; all pupils make at least good progress.
- 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. 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.

**2.14 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 good.

- Pupils of all abilities, make good progress from their varied starting points and in relation to their particular educational needs or disabilities.
- Pupils develop good communication skills. They listen attentively and work hard to improve their speaking and writing.
- Pupils exhibit excellent attitudes to learning and persevere in pursuit of success responding to the high expectations of staff.
- Pupils have good information and communication technology (ICT) skills but these are not applied consistently across the curriculum.
- Pupils develop research and analysis skills well in the upper years; the more able develop skills of working independently less effectively because opportunities to do so in the middle years are limited.

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

- Pupils develop self-confidence and self-esteem rapidly because they receive individual focus in the school's highly-supportive and nurturing environment.
- Pupils are very well-behaved and fully understand how their emotions can impact upon their actions.
- Pupils' social development is excellent in the context of the communication and sensory difficulties experienced by many.
- Pupils display outstanding understanding, tolerance and sensitivity towards those from different cultures and for the diverse individual needs of others in the school.

## Recommendations

3.3 The school is advised to consider the following improvements:

- Improve pupils' acquisition of the skills of independent research and analysis by developing the enrichment co-curriculum further, particularly in the middle years.
- Ensure pupils apply their ICT skills more consistently by increasing more innovative use of technology in a wider range of departments, particularly in the upper part of the school.

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

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Pupils achieve well in line with the school's aim to enable them to fulfil their potential within a balanced curriculum that is carefully adapted to meet the needs of pupils of all abilities especially those with SEND and/or SEMH. Over a four-year period between 2016 and 2019, results in GCSE for the small numbers of pupils taking public examinations have been close to the national average with consistent performance across the range of core and option subjects. Almost all pupils exceed their expectations and the targets established upon entry to the school. Pupils also achieve well in a range of additional qualifications including Level 2 BTEC qualifications, functional skills and information technology. Pupils achieve well because they are well-supported by a bespoke curriculum that is personalised to nurture the strengths and talents of each individual. The new cohort of sixth-form pupils are thriving as a result of the provision of a range of Level 3 BTEC courses. They are further supported in this progress by enrichment activities that are developing the skills such as independent research and analysis that will enable them to move successfully to the next stage of their education or training. More able pupils with specific learning needs make good progress, but do not develop learning skills such as leading their own learning and working independently sufficiently in the middle years. Governance and leadership have made a significant and strong contribution through the continued development of the curriculum, aided by annual review.
- 3.6 Pupils develop their knowledge, skills and understanding well across the full range of subjects as they progress through the school. Pupils make good progress in subject areas where numerical, linguistic, scientific and creative skills underpin success and this is facilitated by well-planned, conscientious teaching that is strongly focused on individual needs. In a science practical, pupils showed a good understanding of experimental methodology, and the factors leading to anomalous results, when conducting an experiment to measure the mass of magnesium before and after burning. In English, pupils made perceptive judgements with respect to the role of key characters in the plot of *Country Lovers*. Evidence from public examinations, lesson observations and scrutiny of pupils' work shows that the overwhelming majority of pupils in the school overcome their complex SEND and SEMH needs to make good progress. For some, progress is excellent when their difficult starting points are taken into consideration. This is the result of the excellent individual support they receive from their classroom teachers and the learning support assistants who work together to deliver the detailed individual learning plan for each pupil.
- 3.7 Pupils are good communicators across the range of literacy skills both written and spoken. Pupils have strong verbal skills and develop these through class discussion. Here they show the ability to listen, respecting other's contributions, as well as freely offering their own opinions, for instance, when debating themes such as China's one-child policy in geography. Pupils with specific learning needs develop the confidence to communicate their thoughts because they are nurtured by a classroom environment that is characterised by extremely positive peer and adult support. As they progress through the school, pupils refine their communication skills. This was illustrated during inspection by business studies pupils who confidently delivered presentations on enterprise and marketing in pharmaceutical, media or home-delivery companies. Scrutiny of pupils' work shows the development of good writing skills when producing essays on themes such as microplastics or the achievements of Viking kings.

- 3.8 Pupils of all ages show good numeracy skills in a range of subjects. Pupils make good progress in the acquisition of mathematical skills as the result of teaching that provides varied and suitably challenging tasks for pupils of all abilities. More able pupils higher up the school demonstrate well-developed mathematical skills such as when manipulating equations in a GCSE physics lesson to develop their knowledge of Newton's law of motion or assessing the impact of various factors on cash flow forecasts in business studies.
- 3.9 Pupils apply their well-developed ICT skills purposefully in a range of subjects and are encouraged to use the school's own systems and their own devices to enhance learning. In a growing number of situations, these are used to facilitate independent research. However, the more innovative use of technology by pupils is not yet consistent across the whole range of departments or in the upper part of the school. This means that pupils miss some opportunities to develop their skills to the full. Pupils with SEND make good use of ICT to enhance their access to the curriculum through the use of bespoke programmes, accessing support materials and using devices to word-process rather than write in class and in examinations.
- 3.10 Pupils throughout the school exhibit good study skills and in the sixth form, A level, BTEC and project qualifications allow pupils to successfully develop skills such as the ability to synthesise information from a wide range of sources and test hypotheses. Pupils were able to research a number of sources and assess their provenance in an essay on the Wars of the Roses. Whilst senior pupils are more confident and willing to take risks in venturing ideas, testing theories and drawing conclusions, the school has recognised that these skills are not yet developed consistently in the lower or middle years. Pupils develop confidence in their learning through helpful written feedback given in their books, which is consistent and includes clear information on how to improve. When combined with thorough tracking of pupils' progress, and the individual attention pupils receive in small classes, these aspects of teaching fully support the good progress of the pupils.
- 3.11 Pupils participate enthusiastically and successfully in the range of co-curricular and extra-curricular activity offered during and at the end of the school day. With encouragement, many gain the confidence to pursue their interests in clubs and societies outside school. Pupils' social and teamwork skills are enhanced by participation in team sports, drama productions, the Duke of Edinburgh's Award scheme (DofE) and a range of other activities. All pupils in the lower part of the school participate enthusiastically in the annual music, art and drama festival and all pupils in Year 9 embark upon the DofE bronze award with a high proportion continuing to the silver award. The personal successes achieved in activities, alongside those in curricular areas, ensure that leavers are able to access courses at a wide range of sixth-form colleges or schools. A growing number of pupils win places to study at university, completing degree courses ranging from history and English literature to product design, and film and screen media.

- 3.12 Pupils' attitudes to learning are very positive. Their behaviour in lessons is very good and they work extremely well collaboratively to support each other within and beyond the classroom. Work is well-organised and presented and the large majority of pupils develop the skills and confidence to combat any personal obstacles that they may face. Pupils are highly effective in developing their own strategies to address specific learning needs or difficulties and many benefit from one-to-one support in literacy or numeracy as well as from speech therapists or well-being teachers. Pupils throughout the school persevere to solve problems supported by teachers and learning support assistants who establish high expectations, promote a 'can do' attitude, and do not accept specific learning or emotional needs as a barrier to achievement or allow pupils to rely on these as an excuse for lack of ambition.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 As pupils move up the school, they develop excellent self-knowledge and understanding of their own needs, strengths and where they can improve. As a result, they exhibit increasing levels of confidence and self-esteem. They feel they belong in their community, enjoy school and thrive in the nurturing and supportive environment provided by the excellent pastoral care and welfare system promoted by senior leaders. Pupils gain confidence from the family-atmosphere created by frequent opportunities for pupils of all ages to mix and take part in activities together. Pupils exhibit great self-discipline with regard to their behavioural difficulties and soon learn to manage their day-to-day lives successfully both within and beyond school. In doing so they are supported by a system in which staff and learning support assistants intervene when needed but encourage pupils to become increasingly self-sufficient.
- 3.15 Pupils develop increasing resilience, and by the end of their time at the school, they are extremely well prepared emotionally to embrace new challenges. This is the result of the individual focus and support provided by all staff as well as by external therapists and behavioural analysts to address speech and language, occupational or social communication issues. The school is highly successful in its aim to enable pupils to make the transition to the next stage in their lives. They are supported in their decision-making by a highly personalised programme that seeks to support each pupil in making informed choices that match their skills, interests and talents. In achieving these transitions with confidence, pupils benefit from forward thinking and dynamic leadership which has established well-being, emotional literacy and mindfulness within the curriculum. Pupils benefit from quiet spaces, counselling from trusted adults, noticeboards explaining changes of routine and pupil passports to map personal development. In their questionnaire responses and comments the overwhelming majority of parents agreed that the school is led and managed well and helps their child to be more confident and independent. Pupils in interview spoke positively of the support that they receive to reduce their anxiety and to cope with the challenges they face. Inspection evidence supports these views.

- 3.16 Pupils develop good personal and collective decision-making skills. As they progress through the school, pupils take increasing control of their learning and choices provided to enable them to develop a wider range of life-skills. They make informed decisions about their choice of courses and strategies to improve their own work. For example, when a class was asked to decide whether they wanted to postpone their retake English exam until the summer to allow more preparation time, they responded collectively, that despite their fear of a change of routine, that they had discussed the options and wished to postpone. Pupils learn to make decisions and take risks in the controlled environment provided by DofE, cultural visits, overseas tours and sports fixtures. They make effective decisions to help themselves to overcome personal difficulties. During inspection, a number of pupils made clear decisions to manage their own anxiety or emotional issues by taking time out in the quiet spaces available around the school. This is the result of nurturing and personalised support from staff that have an excellent knowledge of each pupil's needs. Pupils make good collaborative decisions when taking part in house or year group events, student council and charitable fundraising activities.
- 3.17 The pupils' have a good understanding of the spiritual and aesthetic aspects of life that is enhanced by their artwork, photography and murals displayed in corridors, and by their enjoyment of the environment developed during frequent day trips, residential visits or, annually, on an overseas tour. They fully appreciate the beauty of their surroundings whether taking part in visits to local gardens and art galleries or going for a cross-country run in Richmond park. Pupils showed an excellent appreciation for the non-material aspects of life when discussing the way that they can portray the natural and built world using digital art techniques. They spoke with great authority about the use of light and shade to change mood in a picture. Pupils demonstrate well-developed spiritual understanding through their engagement with world faiths in assemblies and personal, social and health education (PSHE) lessons and take advantage of opportunities for personal reflection in the quiet spaces available. Pupils enthusiastically engage in opportunities to explore their emotions and relationships through drama and music. They understand the importance of taking responsibility for the environment when supporting initiatives such as the composting of food waste or recycling organised by their own eco-committee.
- 3.18 Pupils are very well-behaved, extremely considerate towards one another, and show concern for those less fortunate than themselves. Pupils have a highly developed sense of right and wrong, develop a heightened understanding of how their emotions impact on their actions and readily take responsibility for their own behaviour. They respect and understand the school's code of conduct and are courteous, friendly and helpful towards each other and adults. Older pupils are excellent role models including those elected to prefect positions or the student council. Almost all parents and staff responding to the questionnaire agreed that the school actively promotes good behaviour.
- 3.19 Pupil social development is excellent in the context of the communication and sensory needs of many. Pupils collaborate extremely well with each other showing a high degree of empathy and are co-operative and confident in their dealings with their teachers and visitors. In all activities observed, pupils exhibited outstanding teamworking skills that ensured that all groups worked together to achieve common goals. For example, pupils worked very effectively together to stage a public performance of *The Lion, the Witch and the Wardrobe*. Afterwards they were able to articulate their feelings about the personal benefits of the experience. Pupils work very well together to run their own clubs including magic and French clubs. In their very successful development of social skills pupils benefit from highly effective pastoral structures and opportunities designed to promote inter-personal skills, such as the introduction of vertical tutor groups, Year 7 and sixth form residential 'bonding' trips, and work experience placements in Year 10 and the sixth form.

- 3.20 Pupils contribute extremely positively to the lives and well-being of others within the school and are enthusiastic in their commitment to the local community or wider society. Pupils support others with particular needs through activities such as coffee mornings, Christmas jumper days and sponsored walks in support of their chosen charities. They entertain and provide gifts for local senior citizens at a tea party in school. On a weekly basis, pupils nominate each other in recognition of any acts of kindness that they have witnessed, or work on projects to raise awareness of environmental issues. Pupils engage well with a range of initiatives in the local community. Recent examples have included an initiative to support children with cancer or life-challenging conditions at a local hospital, litter-picking in the local park or the involvement in charitable action to support the homeless. Pupils gain the confidence to address their own complex problems as a result of the high profile given to considering those less fortunate in PSHE and assemblies.
- 3.21 Pupils value the diversity of the school community that enables them to develop extremely positive relationships with their peers. Pupils' outstanding tolerance, understanding and sensitivity towards those from different cultural backgrounds and for the diverse individual needs of other pupils is a key strength of the school and a testament to the rapid personal development that takes place in relation to their starting points. In English, pupils with speech or hearing difficulties were able to read aloud with great confidence and, in geography, pupils from several different ethnic backgrounds spoke freely about conditions in their home countries when debating the impacts of natural disasters. Almost all parents agreed that the school actively promotes values of democracy, respect and tolerance for other people.
- 3.22 Pupils understand the need to keep fit and develop healthy lifestyles, which they do through participation in team and individual sports, DofE and other outdoor activities. They compete enthusiastically in the 'bucket list challenge' through which they earn house points for a range of recreation and fitness endeavours such as holding a plank for two minutes, playing for a team outside school or paddling backwards in a kayak. A very large majority of pupils responding to the questionnaire indicated that they know how to stay safe, including online. Pupils benefit from the expertise of all staff who take an extremely active role to ensure the mental and physical health of all pupils. Through the comprehensive and well-planned health and well-being unit in PSHE, pupils develop the confidence to safely overcome day-to-day challenges such as crossing the road, taking public transport or interacting with relative strangers. During the inspection pupils successfully recorded their emotional state through graphs during the day and discussed strategies to manage their anxiety or stress. Parents in their questionnaire responses commended the way that leadership and governance monitor and develop arrangements for the pupils' emotional and physical well-being both within and outside school. Inspection evidence supports these views.

## 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 governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited 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 Roger Tapping	Reporting inspector
Miss Jacqueline Zugg	Compliance team inspector (Deputy head, GSA school)
Mr Toby Mullins	Team inspector (Principal, ISA school)