



ISI

Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Moorfield School

December 2021

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School's Details

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|----------------------------------|--|----|------------------|----|
| School | Moorfield School | | | |
| DfE number | 380/6060 | | | |
| Registered charity number | 529112 | | | |
| Address | Moorfield School Wharfedale Lodge 11 Ben Rhydding Road Ilkley West Yorkshire LS29 8RL | | | |
| Telephone number | 01943 607285 | | | |
| Email address | enquiries@moorfieldschool.co.uk | | | |
| Headteacher | Mrs Tina Herbert | | | |
| Chair of governors | Mr Martin Alton | | | |
| Age range | 2 to 11 | | | |
| Number of pupils on roll | 104 | | | |
| | EYFS | 21 | Reception | 12 |
| | Infants | 23 | Juniors | 48 |
| Inspection dates | 30 November to 3 December 2021 | | | |

1. Background Information

About the school

- 1.1 Moorfield School is a co-educational day school. Founded in 1930, the school moved to its present site in Ilkley in 1965. The school is a charitable trust administered by a board of governors. Since the previous inspection a new head, head of Early Years Foundation Stage (EYFS) and chair of governors have been appointed.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers. During this period of closure the school provided remote learning materials for all pupils.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.4 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.5 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home.
- 1.6 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.7 The school aims to provide excellence in education inspiring kindness, confidence and creativity through nurturing and celebrating each individual. It strives to build character to facilitate curiosity, independence, perseverance, resilience and good humour, within a happy community, and encouraging care and respect for everyone and everything on the planet.

About the pupils

- 1.8 The background of the pupils is predominantly from professional backgrounds. There are a small number of pupils whose families originate from outside the UK. The number of pupils requiring support for special educational needs and/or disabilities (SEND) is eleven. They require support for a variety of learning needs, including dyslexia, dyspraxia and autism. No pupils have a statement of special educational needs or an education, health and care (EHC) plan. Two pupils have English as an additional language (EAL), who receive additional support. Academically able children are catered for through planning to meet individual needs and small group interventions.

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 statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

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

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

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 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. Where the school's own names differ from those used nationally, the details are given in the table below:

| <i>School name</i> | <i>National Curriculum name</i> |
|--------------------|---------------------------------|
| Nursery 1, 2, 3 | EYFS |
| Reception | Reception |
| Form 1–4 | Years 1–4 |
| S5 & S6 | Year 5 and Year 6 |

Key findings

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

- Pupils are exceptionally positive and display excellent attitudes towards their learning.
- Pupils are highly articulate and are excellent communicators.
- Pupils across the school make good and often rapid progress in relation to their ability.

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

- Pupils demonstrate excellent social development and moral awareness in their behaviour and attitudes towards others.
- Pupils develop high levels of self-confidence and feel well-prepared for the next stages in their education.
- The pupils demonstrate an excellent appreciation of the need to stay safe and keep healthy both physically and mentally.

Recommendation

3.3 In the context of these findings the school is advised to make the following improvement:

- Strengthen pupils' application of ICT skills in all areas of learning by providing more opportunities for spontaneous use in all lessons.

The quality of the pupils' academic and other achievements

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

3.5 Pupils of all ages and abilities, including children in the EYFS, make good and often rapid progress during their time in the school. The school uses a range of standardised testing and analysis shows

that pupils attain levels are above average in relation to national age-related expectations. In the EYFS, a very large majority of children exceed national expectations for learning and development by the end of their time in the setting. The attainment for specific groups, such as gender, is carefully monitored by senior managers. Pupils with SEND make equally rapid progress from their starting points because of the individualised education programmes put in place for them, which has met a previous inspection recommendation. In particular, younger pupils with SEND comment that the individual support they receive helps them learn. More able pupils relish more challenging lesson activities, such as in mathematics for the oldest pupils where topics are accessed at secondary school depth. During discussion pupils spoke proudly of their achievements and attribute this to the high levels of challenge and support within lessons. All pupils, in their questionnaire responses and in discussions, stated that their skills and knowledge improve in lessons and that their teachers know how to help them learn. Staff have a thorough understanding of pupils' individual needs and plan a curriculum to challenge and support pupils of all abilities. Recommendations from the previous inspection, relating to the monitoring of teaching and pupils' standards, including for children in EYFS, have been successfully addressed. Strong levels of pupil achievement supports the school's aim of providing excellence in education. Furthermore, it reflects the significant emphasis that leaders and managers, including at governance level, place on nurturing and celebrating each individual. An overwhelmingly majority of parents, in their pre-inspection questionnaire responses, were highly positive about the effectiveness of the leadership and management of the school.

- 3.6 Pupils develop excellent levels of knowledge and understanding and adeptly apply these skills to their learning across the curriculum. In discussion older pupils explain that the acquisition of strong English and mathematical skills are key to all their future learning. In particular, pupils have strong linguistic skills which are evident in every aspect of school life. In art, older pupils competently explained the difference between hatching and cross-hatching to create depth and shading in their drawings, whilst younger pupils use the correct terminology to explain imperative verbs whilst discussing instructions for baking bread. Pupils show age appropriate ball-handling and movement skills using a selection of chest and bounce passes with the most able pupils pivoting off either foot. In science, technology, engineering and mathematics (STEM), younger pupils excitedly used a variety of skills, knowledge and understanding when constructing their creative designs of a model Egyptian shadoof. Pupils confidently apply higher order thinking to multi-step problems particularly in the senior years as shown when exploring proportions and percentages using different weights and measures in mathematics. In discussion, pupils were delighted to share their expertise singing 'We wish you a Merry Christmas' whilst signing with British Sign Language. Older pupils sung and signed a carol in French, demonstrating their ability to apply skills from a range of sources. In the EYFS, children have advanced manipulative skills, as observed in their self-assured cutting of fruit and vegetables to share with their peers. These high level outcomes are a result of high quality teaching which often displays a vibrant pace and creative content.
- 3.7 Pupils have excellent communication skills. They are articulate and are able to express themselves clearly, using a highly developed range of vocabulary above the expected level for their age. Younger pupils described the life cycle of a plant, including the importance of water and sunlight. Displays within the Early Years setting show 'Wow Words' spoken by pupils when engaged in self-directed play, for example, delicate, hydrated and adorable. Pupils in Year 4 read a recipe on making magical fireworks in pairs, sharing their understanding of how vocabulary can make a piece more dramatic. Pupils of all ages enthusiastically engage in discussion with their peers and adults alike on a variety of topics. In form time, older pupils were keen to share their understanding of the need for vaccines to fight malaria in Malawi. Pupils' listening skills are highly developed and they show notable levels of respect towards their peers, as witnessed in a lesson on mummification where pupils confidently shared their individual recall of a museum visit. Pupils' writing across the school, especially in the senior years, is of a high standard. They use a broad range of challenging vocabulary, such as lingered

and canopy as well as subordinate clauses, to enrich the quality of their work as evidenced in descriptive writing of a forest setting.

- 3.8 Pupils demonstrate highly competent numeracy skills. For example, in measuring and cutting out a net template for a box in STEM lessons. Pupils applied age appropriate mathematical skills to a budgeting challenge when attending an engineering day led by a multi-national company. Children in the EYFS confidently link numerical skills with their understanding of sounds as observed in an individualised shopping activity requiring pupils to source items from pages in a catalogue. Pupils acquire good information and communication technology (ICT) skills and capably formulate software presentations and text documents. This is facilitated by specialist teaching and a suitable bank of portable electronic devices. Pupils state that they use these devices to research specific topics, such as Celtic facts and lifestyles in history. Children in EYFS confidently use portable devices to take photographs for their collective diary of different materials from the bushcraft area linked to the book *'That's not my Elf...'* In ICT lessons, the more able pupils adeptly used specific software to add an audio track to their own version of the *Harry Potter* storyline. Older pupils greatly enjoy their work in coding in these lessons and eagerly attend the lunchtime club. Pupils' learning is greatly enhanced when they are able to share ideas using class interactive whiteboards, for example when sharing net patterns in mathematics or explaining their working in solving fractions. However, pupils' ability to use their ICT skills effectively is restricted when opportunities to enhance learning are not realised.
- 3.9 Pupils demonstrate a pleasure for learning and confidently apply their skills of analysis. For example in the Year 6 project on Scandinavia they were able to investigate why it is judged to be the happiest country in which to live. In science, they are able to hypothesise and predict outcomes, for example in their investigations into mouldy bread. In personal, social, health education (PSHE) lessons, older pupils adeptly drew on knowledge from a range of subject areas to describe the fundamental requirements of starting a fire quoting their bushcraft skills and science knowledge. They could hypothesise about escape routes in cases of emergency, demonstrating an ability to conceptualise from 2D diagrams. In the EYFS, children experience a wide range of problem solving, critical thinking and independent learning within the curriculum using imaginative and creative provocations. They are keen to explore and investigate such as when experimenting with playdough and sticks to create a celebration cake.
- 3.10 Pupils are enthusiastic, committed and engaged learners, and speak with great pride and passion for their school. They work extremely well with each other and with their teachers, discussing ideas and opinions, as observed in a science lesson where pupils actively engaged with their partners to discuss the properties of toys. Children in EYFS were also observed working collaboratively effectively when making a soup during role-play. Pupils of all ages are confident in taking leadership opportunities to further deepen their knowledge and understanding. Older pupils spoke about the benefits of challenging themselves by selecting the appropriate level of work to extend their learning, as observed in their English books where different levels of challenge were employed. They also demonstrate high levels of independence in their learning, especially in the EY setting. Here, plentiful opportunities offer engaging and enriching activities to which the children respond with enthusiasm. For example to match an interest in trains, *Thomas the Tank Engine* was chosen by children to retell the story in their own words.
- 3.11 Pupils achieve high standards in music, public speaking and drama and attain significant success in regional competitions. The more able and talented are given the opportunity to achieve beyond expectations for their age group, especially in music, and the choir have achieved significant national success. Pupils achieve highly in cross-country running and enthusiastically take advantage of the opportunity to participate in tournaments in several sports such as hockey and tag-rugby. Pupils achieve notable academic recognition, as exemplified in the number of scholarships that older pupils gain to their chosen senior schools, which is supported by specialist teaching in the older age groups.

During discussions, pupils stated they felt very well prepared for their future secondary schools. This is fully in line with the school's aim for excellence in education.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils display high levels of self-confidence and independence from an early age. The youngest children confidently move between activities, such as choosing role play or the cut and paste area. Mistakes are seen as an integral part of learning and pupils are actively encouraged to demonstrate resilience in their learning. For example, in bushcraft where the youngest pupils showed resilience when rubbing sticks together to make a fire and independently selecting differing wool weaving techniques based on their confidence. During discussion, pupils proudly articulated their demonstration of resilience during sports day, falling and getting back to their feet to finish the race. The prefects stated that taking on more responsibility develops their self-confidence which could then be applied to other areas, both in and out of school. Pupils consider themselves to be self-aware learners and confidently explained how feedback informs them of success but more importantly, areas for improvement. Older pupils demonstrated this by describing how they self-edited their written work.
- 3.14 Pupils develop self-confidence by sharing their achievements in front of the school community and celebrate each other's achievements through good work assemblies. For example, when explaining why they had received good work awards. In lessons, pupils are confident and well-behaved in their attempt to achieve maximum satisfaction from their learning experiences. They use and understand positive learning terms like perseverance and determination reflecting a true understanding of themselves. They clearly listen to the ideas and thoughts from those around them and consider their choices and the impact they might have on their futures. For example, older pupils choose to attend extension sessions to prepare them for entrance examinations for secondary schools.
- 3.15 Pupils develop good spiritual awareness and appreciation of the non-material aspects of life which is supported by teaching approaches and pastoral care systems that encourage openness of thought and debate. In the work scrutiny and in discussion, pupils demonstrate a good awareness of different religions and significant features within those religions. They speak of their understanding of others' beliefs and their own pleasure in learning about different practices through visiting speakers and demonstrations, such as the story of Hanukkah. The whole school were excitedly anticipating watching the nativity plays of the younger pupils, extending their awareness of the concept of the season. They demonstrate their ability to experience compassion and seeking to make the world a better place. For example, during a PSHE lesson, older pupils expressed their admiration of the work of the emergency services. Whilst after watching a children's news-briefing, pupils spoke about the brilliance of the scientists who develop vaccines. All the pupils appreciate the opportunities to visit the bushcraft area, and the children in the EYFS demonstrate a healthy respect for nature, the natural environment and changing seasons through their many and varied activities, such as collecting conkers and pumpkins.
- 3.16 Pupils of all ages are excellent citizens within their own and the wider community. On a recent visit to a local museum, they were congratulated for their behaviour and conduct by members of the public, which was independently commented upon on social media. They have a well-developed sense of right and wrong with the older pupils stating that behaviour is good around school and if they are not well behaved then they say the sanction applied is 'correct'. Pupils respect the reward scheme and the associated expectations and rules. They proudly explained the different ways they could be awarded house-points and the cumulative nature of the scheme resulting in the award of the silver stars. All pupils, including EYFS children, take responsibility for their actions and behaviour. The youngest pupils were witnessed eagerly clearing away a plethora of activities to ensure everyone was ready for the next activity whilst listening to the seasonal 'tidy up' song. Pupils adopt a notably strong moral conscience toward their peers and behaviour was seen to be of a high standard, with kindness

and manners on display including warm welcomes and doors being held open for visitors. They readily undertook the seven day kindness challenge as a result of the anti-bullying week's theme. This clearly fulfils the aims of the school and is modelled by leadership and management, and all staff on a daily basis.

- 3.17 Socially, pupils have an excellent awareness of the importance of working together for the good of the school community and the wider society. They are courteous, respectful and willingly co-operate with adults as well as each other. The prefects act as receptionists for short periods in the day, demonstrating a maturity when dealing with the unexpected and understanding of the requirements of behaving in a professional manner. In the EYFS children greatly enjoy the company of their friends and the adults who care for them, playing amicably alongside each other. Pupils develop highly positive social responsibility and a deep understanding of working together to solve problems and achieve common goals, such as through their roles as school council members. They decided how to raise money to purchase a defibrillator for their local community, demonstrating their commitment to making a positive societal contribution. Pupils fulfil their responsibilities with confidence and a desire to give their best to the wider school community. A prefect system empowers older pupils with leadership responsibilities which facilitates their growth as individuals, with such responsibilities as sport or ICT prefects. Pupils relish these opportunities and are keen to act as role models to their peers, such as when the music prefects state what classical music is played at the start of each assembly. Pupils show great generosity in their charitable activities, for example collecting presents for less fortunate children, supporting a range of national charities. A pupil-led initiative to raise money for an endangered animal charity through selling pupil-made bracelets was celebrated by all the school. Pupils stated that they really enjoyed their charity work, understanding that it helps others who may be less fortunate than themselves.
- 3.18 Pupils develop a strong knowledge of how to stay safe and lead a healthy lifestyle. During discussion they stated that the meals provided by the school are nutritious and balanced and that staff expect them to always choose an option from the vegetable table. Pupils are aware of keeping safe online and state that the school provides them with very clear guidance on e-safety. They also state they feel safe in school and know where to go for help. They have a clear understanding of the importance of physical exercise, which they know is essential to staying healthy and mental well-being. They comment that they have plenty of sporting provision within the curriculum, which they greatly enjoy. Pupils of all ages participate in the bushcraft curriculum and learn from a young age how to light a fire safely, learning the rules for both fire and fireworks. EYFS children develop similarly strong skills as observed when they chose appropriate headwear and clothing for their choice of activity be it playing on a bike or visiting the bushcraft area. They took pleasure in role-play with different types of safety hats and helmets or when creating a balanced meal for staying healthy.
- 3.19 Pupils demonstrate a natural acceptance of the various unique backgrounds of some pupils and the importance of personal differences that make up the culture within the school. Children in the EYFS celebrate the parental visits which share cultural practices, for example, Islamic art and making traditional food. Pupils show an increasing awareness of different belief systems through regular visits to places of worship across a variety of faiths such as the Grand Mosque in Bradford, as well as looking at how Christmas is celebrated in different cultures around the world. Older pupils spoke with appreciation of the PSHE programme and how it taught them about respect and equality. For example, they spoke knowledgeably about their investigations into Black History Month and Nelson Mandela. All the parents in the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people, a view with which pupils concurred. In observation, inspectors witnessed only consideration, sensitivity and mutual respect between staff and pupils, fulfilling the school's aim to encourage care and respect for everyone and everything on the planet.

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 and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

| | |
|------------------------|--|
| Mrs Louise Robinson | Reporting inspector |
| Mr Christopher Bellamy | Compliance team inspector (Bursar, HMC school) |
| Mr Marcus Evan Cook | Team inspector (Head, IAPS school) |