



ISI Independent
Schools
Inspectorate

Regulatory Compliance and Educational Quality Inspection Report

Yateley Manor School

June 2021

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School's Details

School	Yateley Manor School			
DfE number	850/6045			
Registered charity number	307374			
Address	Yateley Manor School 51 Reading Road Yateley Hampshire GU46 7UQ			
Telephone number	01252 405500			
Email address	office@yateleymanor.com			
Headmaster	Mr Robert Upton			
Chair of governors	Mr John Ashworth			
Age range	2 to 13			
Number of pupils on roll	365			
	EYFS	60	Pre-prep	66
	Prep	239		
Inspection dates	08 to 11 June 2021			

1. Background Information

About the school

- 1.1 Yateley Manor School is an independent preparatory day school for male and female pupils aged between two and thirteen years. It was founded in 1947 and became a charitable trust with a board of governors in 1970. It is set in 12 acres of grounds in north-east Hampshire. The school is divided into pre-prep and prep sections for pupils aged between four and seven, and thirteen respectively. The Early Years Foundation Stage (EYFS) provision includes a Nursery, for children aged between two and four, located in a separate building, and Reception, for children aged between four and five. Both Nursery and Reception have their own dedicated outside learning areas. Since the previous inspection, membership of the governing body has changed significantly. The Nursery now takes children from the age of two.
- 1.2 During the period March to August 2020, the whole school remained open only for children in the Nursery and children of key workers. The whole school was opened for the final week of the summer term 2020.
- 1.3 During this period of closure the school provided remote learning materials for all pupils.
- 1.4 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.
- 1.5 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.
- 1.6 During the lockdown period of January to March 2021, all pupils other than the children of key workers and nursery children received remote learning provision at home.
- 1.7 In 2020 public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded.
- 1.8 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.9 Based on strong relationships within a family atmosphere, the school aims to nurture each child's unique talents by providing an inspirational educational journey through which they achieve academic excellence.

About the pupils

- 1.10 Pupils come from a range of professional and business backgrounds living within a 10-mile radius of the school. Data provided by the school indicate that the range of ability of the pupils is above the average for the same test taken nationally.
- 1.11 Four pupils in the school have an education, health and care plan. The school has identified 57 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and autistic spectrum disorder; of these, 32 of whom receive additional specialist support. English is an additional language (EAL) for 22 pupils, one of whom receive extra English language support. The curriculum is modified for pupils with particular gifts or talents.

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 REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. 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 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 lower school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

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

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

3. Educational Quality Inspection

Preface

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

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

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

Key findings

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

- Pupils have outstanding attitudes to learning because of the enthusiastic, caring attitudes of the staff.
- Pupils exhibit excellent study skills and apply their knowledge highly effectively in a variety of situations.
- Pupils have excellent collaborative skills which enhances their learning across the curriculum.
- Pupils are highly articulate, have strong communication skills and achieve excellent levels of attainment in all areas of literacy.

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

- Pupils mix with ease across all age groups and are hugely supportive of each other as a result of the strong family ethos throughout the school community.
- Pupils have high self-esteem, are extremely confident and show mature levels of self-discipline.
- Pupils show a strong moral understanding and appreciation of diversity.
- Pupils have an excellent understanding of what constitutes a healthy work-life balance at school.

Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider:

- Ensuring that pupils apply their information and communication technology (ICT) skills more widely, to further enhance their learning across the curriculum.

The quality of the pupils' academic and other achievements

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

3.5 Across the school, pupils have extremely positive attitudes to learning. Children in the EYFS show strong leadership in their learning, thoughtfully selecting the most appropriate resources from the wide range available. This was seen when Reception children engaged in a number of activities including an independent writing task relating to a farmer's visit. Enthusiastic teaching and a warm, effective rapport between pupil and teacher ensures that pupils have a strong desire to learn. Lively delivery, fast pace and the posing of thought-provoking, challenging questions make pupils keen to participate and extend their knowledge further. Excellent collaboration was seen as Year 3 pupils

worked together to conduct an experiment on light. Older pupils are highly motivated, contributing fully and collaborating constructively with their peers. For instance, Year 7 pupils showed great enthusiasm as they hurriedly took out their homework to share with their peers at the start of a maths lesson. Pupils report that their independent learning skills have been greatly enhanced as a result of periods of remote learning. Although a small minority of pupils stated in their questionnaire responses that lessons were not always interesting, interviews with pupils and lesson observations during the inspection did not corroborate this view. Pupils were positive about the tasks set and felt the many opportunities to collaborate with peers made them confident learners.

- 3.6 Pupils of all ages develop strong study skills which they apply successfully to all areas of the curriculum. Children in the EYFS develop keen observation and questioning skills as they explore the wide range of activities provided in the setting. Younger pupils think critically as they embed their understanding of number through making up real life problems using hundreds, tens and units. Older pupils can analyse and hypothesise, as seen when Year 7 pupils enthusiastically debated Martin Luther King's teachings. Searching, open-ended questioning from the teacher extends their thinking and encourages debate. Pupils studying the Peasant's Revolt were able to analyse a series of events and synthesise meaning from a range of sources to come to a conclusion about the motives of the uprising. They commented favourably on developing strong collaborative skills through the Prep School Baccalaureate curriculum (PSB), chosen by school leadership; for example, they relished the challenging opportunities to work with their peers on half-termly projects in the core components of geography, history and religious studies. Effective strategies for self-reflection on work they have completed enable pupils to identify the next steps in their learning.
- 3.7 All pupils develop considerable knowledge in all areas of learning and acquire skills that help them to apply their understanding. Children in the EYFS gain strong early literacy and numeracy skills, and develop their knowledge through exploring the wide variety of meaningful activities available to them. Younger pupils use their sound phonic knowledge to attempt spellings of unfamiliar words. More able pupils demonstrate excellent knowledge of number bonds, posing and competently solving complex word problems using thousands. Clear lesson objectives, rigorous challenge and effective deployment of support staff enable pupils to make considerable progress. Very occasionally, progress was slower due to over-reliance on tasks led by the teacher and the resulting lack of challenge. Through the PSB, senior leaders provide a curriculum that allows older pupils to use their skills and knowledge across the curriculum, enabling them to focus on leadership and collaboration. They demonstrate excellent scientific and mathematical knowledge which they apply to problem-solving tasks in practical subjects such as design technology (DT). Pupils with SEND were fully engaged and confident when asking their peers questions in French and answering them. Pupils participate fully and enthusiastically in physical education lessons, and they show great creativity in music and art. They sang tunefully and created simple rhythms on percussion instruments. Pupils routinely demonstrate a wide range of skills across a variety of artistic genres, including photography, computer-generated portraits, and the creation of designs based on the work of Antony Gormley.
- 3.8 Across the school, pupils demonstrate excellent communication skills which they apply successfully to all areas of learning. Many children in EYFS form letters correctly and produce plausible spelling when writing simple questions and creating their own books. They engage in meaningful role play, chatting positively to each other while using calculators to simulate mobile phones. Encouraged by probing, open-ended questions, 'show and tell' opportunities enable younger pupils to listen attentively to each other and confidently share their views and culture. They understand how a glossary is constructed, and correctly use an index to look up countries on a globe. Older pupils demonstrate a high level of written communication skills, writing in a number of genres and for a variety of different audiences, for example when Year 8 pupils read the books they had written to pupils in Year 1. Many pupils are keen, articulate debaters who value the opportunities they have to further improve their verbal skills through preparation for speech and drama examinations.

- 3.9 Pupils of all ages and abilities achieve good levels of attainment in numeracy which they effectively apply to other areas of learning. Children in the EYFS solve simple addition and subtraction calculations and can name two-dimensional shapes. Nursery children noted that a passing stag beetle had three legs on each side which made six altogether. Reception children used correct mathematical vocabulary when comparing objects on the balance scales. More able pupils in Year 2 can pose and solve complex word problems using addition in columns. Lower attaining pupils are effectively supported by teaching assistants enabling them to develop confidence and make good progress, as seen in a Year 4 lesson on factors. Older pupils apply mathematical concepts accurately to other areas of learning. Year 7 pupils collected temperature data to test the solar reflectors they had built in DT. Pupils confidently discussed the properties of three-dimensional shapes, applying their knowledge to rigorously justify their views. Skilled teachers display excellent subject knowledge and create a positive learning environment where mistakes are seen as essential learning opportunities.
- 3.10 Pupils demonstrate a good level of skill in ICT in some areas of the curriculum, but these are not regularly employed across all subjects and in all age groups. Older pupils use publishing programmes, art packages and other software to demonstrate their knowledge of mathematical concepts and skills in geography. They use software to display material for their history projects, and create films and presentations in science and technology. Some pupils successfully use tablets for research to extend learning into specific topics, such as arctic animals and the study of rocks, but this happens mostly during computing lessons or at home rather than being regularly embedded into the curriculum. Younger pupils make some use of interactive games to extend their learning, for instance following their trip to Windsor Castle, but do not use ICT regularly to support their learning. Pupils' competence in ICT is further developed through extra-curricular activities such as a coding club and through other opportunities such as being part of the technical team for school productions.
- 3.11 The attainment of pupils of all ages and abilities is excellent. Pupils achieve extremely good results in competitive entry examinations for senior schools. Most are successful in gaining places at the school of their choice, and many are awarded music, drama or all-rounder scholarships. Based on the evidence seen in lessons, work scrutiny and interviews, pupils of all abilities make significant progress over time. The school successfully meets its aim of enabling pupils to achieve academic excellence. Sensitive, caring teaching in the early years ensures that individual needs are catered for, thus enabling all children to make significant progress. Most achieve the expected learning outcomes by the time they finish Reception, and in many cases they exceed them. Older pupils achieve results in their standardised assessments in English, mathematics, verbal and non-verbal reasoning that are above the average for schools taking these tests. Staff know the strengths and weaknesses of their pupils very well, and detailed analysis of internal assessments allow teachers to support pupils who are experiencing difficulties. Targeted in-class support and specialist intervention enables those with SEND and those who have English as an additional language (EAL) to achieve particularly well and have high self-esteem. More able pupils thrive on the greater challenges and opportunities for independent study they are given. Effective implementation of the assessment framework and the positive, professional attitudes of staff enable pupils to achieve considerable success in examinations, including GCSE in physical education (PE).
- 3.12 Encouraged by enthusiastic, dedicated staff, pupils achieve significant success in a range of regional and national competitions including handwriting, creative writing, public speaking, chess and photography. Senior leaders have created a culture whereby pupils' achievements in a wide range of activities are highly valued and warmly celebrated. A number of pupils have achieved national science awards, and a team of pupils won the south-east section of the science, technology, engineering and mathematics 'Energy for 2050' challenge. Pupils achieve excellent results in LAMDA awards, with many achieving merit or distinction. Pupils have high levels of individual success in instrumental and singing exams, and perform with confidence in musical recitals, concerts and productions, including performances online. Senior pupils are successful in achieving GCSE in PE, an initiative originally

introduced to extend the more able. Pupils participate fully and enthusiastically in all sporting opportunities the school provides, including girls' cricket and equestrian competitions. Many pupils have achieved county honours in cricket. Pupils of all ages acquire basic skills in a good selection of extra-curricular sports clubs through the varied programme they are offered every term.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils across the school develop excellent self-knowledge, self-discipline and resilience. Within the EYFS, children develop high levels of self-confidence and self-esteem through a programme of varied, stimulating activities within a well-resourced and exciting learning environment. Through a range of motivational strategies including stars, house points and the Yateley Manor Reward Scheme (YMAS), pupils gain great pride in their achievements. They feel teachers and senior leaders are always approachable, and celebrate things they feel they have done well, even in work where they experience difficulties and have to overcome challenges. In discussion, pupils come across as confident and self-assured. As they progress through the school, pupils grow in self-esteem and are aware of their own strengths and weaknesses. Pupils with SEND and EAL prosper through regular praise from caring teachers who encourage them to think positively about themselves. More able pupils stated that the skills of time-management and independence inculcated through the PSB would stand them in good stead in the future. The leadership and management have successfully created a 'have a go' culture in which pupils thrive, are empowered to make mistakes in order to learn, and are well prepared for the next stage of their school life.
- 3.15 Social development in pupils of all ages is excellent and they form productive relationships with their peers, meeting the school's aim to build strong relationships within a family atmosphere. Younger pupils were often seen collaborating effectively, engaging in lively discussion and enjoying successfully completed shared tasks, such as finding diagraphs in a written passage during a phonics lesson. Older pupils build strong relationships and feel respected by their warm, friendly teachers, who have high expectations of them in all aspects of school life. Pupils said they missed the regular opportunities to mix across age groups due to the pandemic, and how they grew personally through being mentors for and reading stories to the younger pupils. Year 8 pupils showed highly effective collaboration skills in their boat-building project, through sharing ideas, posing searching questions and helping each other with tasks. The school's core values of community, happiness, relationships, resilience and teamwork are clearly evident in pupils' interactions. Pupils feel positive about the school community and their place within it.
- 3.16 Across the school, pupils show respect for everyone regardless of their background. Younger pupils learn about other faiths and cultures through celebration of festivals such as Diwali and Chinese New Year. Older pupils are keenly aware of problems that arise from lack of tolerance in the adult world. They gain a broad insight into different faiths and cultures through discussion with their peers, and they are able to retell stories that they find particularly inspirational or thought-provoking. Year 8 pupils suggested that a new commandment might be not to judge or criticise anyone regarding their race, colour or belief. Senior leaders are keen to promote inclusivity in all aspect of school life. In their questionnaire responses, parents overwhelmingly agreed that the school actively promotes values of democracy, respect and tolerance of those with different faiths and beliefs. Older pupils show great sensitivity towards those with differing needs. Through the Yateley Manor Award Scheme (YMAS), pupils learnt about the problems of living with a disability as they arranged a cricket match for disabled pupils. In the classroom they sensitively supported peers finding difficulty with challenging practical tasks or helping those with EAL to interpret a text.

- 3.17 Pupils have an excellent appreciation of the non-material aspects of life and show a keen awareness of the spiritual dimension of human existence. In the EYFS, children reflect with awe and wonder as they showed concern for the plight of the visiting stag beetle and on the benefits in living the outdoor life of a farmer. Younger pupils appreciate non-material aspects of life as reflected in the importance of their treasure boxes which they fill with mementos of their family. They develop a good understanding of their relationship with the natural world through the use of the school garden and regular woodland visits. In a school assembly, pupils responded enthusiastically to the link made between the attitude of ant colonies and the school's values. Pupils are aware of the strife caused in other countries because of faith. They contemplate similarities and differences of comparative religions such as Sikhism, Buddhism and Christianity, and extend their knowledge and understanding of bible stories in philosophy lessons where they are enabled to think for themselves and explore emerging ideas.
- 3.18 Pupils of all ages are polite and respectful towards staff and other pupils. Children in the EYFS follow the Golden Rules and know there are consequences arising from the way they behave. They share and take turns. Younger pupils understand and respect systems of rules and laws and know that rules are there to keep them safe. They are able to explain the need for a different code of behaviour during the pandemic. Pupils have a well-developed moral code which enables them to distinguish right from wrong, and allows them to take responsibility for their own behaviour. Year 3 pupils discussed making good choices when reflecting on the meaning of the line 'lead us not into temptation' from the Lord's Prayer. Older pupils questioned whether the Ten Commandments were applicable to modern life. Strong supportive relationships between teachers and pupils allow space for pupils to make their own decisions. Pupils are able to self-regulate their behaviour so that learning can take place in a genuinely collaborative environment. This was seen when Year 8 pupils took part in loosely structured practical activities as part of Leavers' Week.
- 3.19 Pupils of all ages develop high self-esteem through the many opportunities to demonstrate leadership skills, undertaking roles that enable them to contribute positively to the life of the school. Younger pupils conscientiously take on the role of playground monitor tasked with looking out for anyone who looks lonely or sad. Older pupils reliably assist with various duties such as preparing pupils' snacks, assisting staff at break times, reading to and mentoring younger pupils. They thrive on the roles they are given, such as head of house, school prefect, sports and culture captain. Senior management ensure that all pupils have the opportunity to undertake leadership roles by the end of Year 6. Pupils confidently express their views on food, sport and 'eco' issues through membership on school committees, though some report that their suggestions are rarely actioned. They develop a growing awareness of the needs of others in the local community through activities such as providing food items for their harvest celebration and singing at a local home for the elderly. All pupils take part enthusiastically in fund-raising activities such as non-uniform day, which contribute to the wider community through raising money during national charitable events.
- 3.20 Pupils make sensible choices and are fully aware that the decisions they make will impact directly on their own success. Open-ended questioning by staff in the EYFS carefully guides and encourages children to think about the choices they make, be it which drink and piece of fruit to have at snack time or which activity to select from the 'Creation Station' in the afternoon. Across all aspects of school life, staff help pupils to understand that everyone has a choice in the decisions they make, and that good decisions often result in praise and reward. Year 4 pupils were fully engaged in a mathematics task on translations having been given the choice of which level of challenge they wanted. Older pupils make ambitious decisions when selecting their independent cross-curricular project. They feel they play an important role in influencing decision-making at the school, from being part of a team to redesign sports kit to trying to improve the outdoor space. Pupils feel well-informed about making sensible healthy lifestyle choices during through personal, social and health education (PSHE) and other interactions with staff during the pandemic.

3.21 Pupils are able to explain how to stay safe and to keep fit and healthy. They develop a good understanding of healthy eating through activities such as food technology and sport. Pupils value the spacious grounds they have to play in and participate in a range of sporting and other outdoor activities. Younger children use equipment safely, such as knives for cutting fruit for snacks, and older pupils are aware of the dangers of specialist equipment such as hot glue guns and wire cutters. Pupils develop positive attitudes to mental health through PSHE lessons and assemblies. The school encourages them to share their feelings, often informally in 'chill and chat' sessions or by talking to the school therapy dog. Younger pupils could explain why year group bubbles, social distancing and frequent hand-washing would help fight infection during the current pandemic. Pupils learn about the potential dangers of being online and feel the school helps them to understand the risks and educate them in the positive uses of social media. In their questionnaire responses, pupils stated overwhelmingly that school was a safe place to be in and they know how to stay safe on line.

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 a virtual assembly. 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

Dr Wendy Bowring	Reporting Inspector
Mr Stephen Holliday	Additional Inspector
Mrs Tania Botting	Compliance team inspector (Head, IAPS school)
Mr Mark Hammond	Team inspector (Head, IAPS school)
Mr Patrick Wenham	Team inspector (Head, IAPS school)
Mrs Vivien Sergeant	Additional Inspector