

School inspection report

25 to 27 February 2025

St Francis School

Marlborough Road

Pewsey

Wiltshire

SN9 5NT

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	5
RECOMMENDED NEXT STEPS	5
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	6
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	6
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	8
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	10
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	12
SAFEGUARDING	13
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	13
THE QUALITY OF THE EARLY YEARS FOUNDATION STAGE IN THE REGISTERED EARLY YEARS PROVISION	14
OVERALL EFFECTIVENESS: THE QUALITY AND STANDARDS OF THE EARLY YEARS PROVISION	14
QUALITY OF EDUCATION	14
BEHAVIOUR AND ATTITUDES.....	15
PERSONAL DEVELOPMENT.....	15
LEADERSHIP AND MANAGEMENT	16
SAFEGUARDING	16
RECOMMENDED NEXT STEPS	16
THE EXTENT TO WHICH THE SCHOOL MEETS THE REQUIREMENTS OF THE EARLY YEARS FOUNDATION STAGE	17
SCHOOL DETAILS	18
INFORMATION ABOUT THE SCHOOL.....	19
INSPECTION DETAILS	20

Summary of inspection findings

1. Leaders use data to monitor the progress pupils make and to evaluate the effectiveness of teaching and learning. This in turn informs leaders' development planning, and they make changes as necessary. Leaders encourage teachers to use the data they collect to inform their lesson planning.
2. The proprietorial body take an active role in evaluating the school's provision including areas for improvement. They monitor the work of leaders to assure themselves that the regulatory Standards are met.
3. The curriculum is designed to ensure that pupils develop their knowledge and skills in the core areas of learning. Pupils study a range of subjects and develop their creative and technological skills which they apply through practical experiences across the curriculum.
4. Children in the early years experience a positive start to their schooling. Staff model, guide and encourage children to develop their understanding of language, to learn to co-operate with one another effectively, and to move their bodies with increasing control and confidence.
5. Teachers generally plan their lessons effectively, using a range of appropriate resources to meet the needs of the pupils in their class. They encourage pupils to apply themselves to their learning. Teachers use frequent evaluations of pupil confidence in particular topics to adapt their teaching and, as a result, pupils make good progress. However, some teachers are not as effective in their planning. This leads to pupils being less engaged in the lesson, because the teaching does not fully meet their needs, and their progress in these lessons is affected.
6. Pupils gain places to a range of selective senior schools. A number of pupils are successful in winning scholarships to their next school.
7. Teachers support pupils' emotional development through a range of measures which promote self-confidence. Pupils are also well supported if they are having any difficulties with managing their wellbeing. Pupils behave well in and out of the classroom because they understand the rules and why they are necessary, and teachers are consistent in their expectations.
8. The school provides a suitable curriculum of lessons which enables pupils to develop a greater understanding of how to navigate relationships and their own feelings. They learn about important topics, such as privacy and consent, and how the human body develops during puberty.
9. Pupils learn about a variety of cultures which helps them to consider how people around the world and at different times have had different life experiences. Pupils show that they are respectful of all regardless of background and understand that all people deserve to be treated equally.
10. Leaders ensure that staff are appropriately trained so that they have the knowledge to recognise any potential concerns regarding pupils' wellbeing. Staff know how to respond to and report any concerns, whether about pupils or related to the behaviour of other adults.
11. Leaders appropriately undertake all the necessary pre-employment checks on new staff joining the school. These checks are recorded on a central record which is monitored by leaders and the proprietorial body. However, a number of minor administrative errors and omissions in recording

were noted and corrected during the inspection, which demonstrates that the checking of this document is not as thorough as it should be.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders and the proprietor should:

- ensure that all teachers plan lessons more effectively so that the needs of all pupils in the classroom are consistently met
- ensure that their checks of the school's single central record of appointments (SCR) enable them to recognise and correct any administrative errors.

Section 1: Leadership and management, and governance

12. Leaders use a variety of data to monitor the progress pupils make, and to draw conclusions about the effectiveness of the school's provision. Leaders use this knowledge to develop and deliver plans and initiatives in order to improve the pupil experience. They reflect on the success of these plans as well as how to develop further. Leaders encourage teachers to develop their teaching practice by using assessment tools to support their planning. Leaders share a clear framework for teaching pupils to develop their skills in collaboration, leadership, independence, challenge and kindness ('CLICK').
13. The proprietorial body assure themselves that leaders are effective. For example, they scrutinise the reports that they receive from leaders during meetings with them. They visit the school regularly to meet with staff and pupils, and to observe teaching and learning. These visits assure the proprietorial body that the school's aims are being delivered and that the Standards are being met. The proprietorial body play an active role in the school's self-evaluation and development planning.
14. Leaders identify and manage risk effectively both strategically and in the day-to-day operation of the school. They consider those risks most relevant to the geographical context of the school, and how they might affect the wellbeing of the pupils. They regularly consider whether these risks have changed or evolved. Leaders ensure that staff are suitably trained to carry out effective risk assessments. Risks associated with particular areas of the school, as well as trips out of school, are thoroughly evaluated and reviewed.
15. Leaders understand their duties under the Equality Act 2010. An appropriate accessibility plan is in place to promote improved access to the curriculum and school buildings for any pupils with a disability. Leaders make reasonable adjustments for pupils who have special educational needs and/or disabilities (SEND). These are shared with staff and reviewed on a regular basis.
16. Leaders provide all the necessary information to parents, either via the website or in the regular reports which provide parents with information about their child's progress. Leaders liaise appropriately with outside agencies and provide the required information to the local authority relating to pupils who have education, health and care (EHC) plans, where appropriate.
17. Leaders appropriately implement a complaints procedure which conforms to regulatory guidance. They respond to any parental complaints in a timely manner and keep a suitable record of any such concerns and the school's response.

The extent to which the school meets Standards relating to leadership and management, and governance

18. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

19. Teachers deliver a broad and suitable curriculum so that the pupils develop their knowledge and understanding in all required areas of learning. Pupils develop their confidence both to use language and to manipulate numbers because they refine these skills in a range of subjects. For example, younger pupils are able to explain the meaning of 'abstract', whilst older pupils confidently discuss precipitation and interpret weather data. Pupils demonstrate application and creativity in aesthetic disciplines, as well as refining their core skills of reasoning to help prepare them for entrance examinations for senior schools.
20. Children in the early years experience a rich and varied programme of activities which promote their learning and development. Teachers encourage children to work collaboratively with each other. Teachers model, correct and guide the language the children use in a sensitive and supportive manner. This effectively supports the children in developing their communication and language skills.
21. Teachers are knowledgeable about their subjects and use a range of resources to support their teaching. They mostly understand the individual needs of pupils and implement careful planning and teaching to meet those needs. They generally offer different levels of challenge in the work provided, and implement consistent, effective strategies to promote appropriate behaviour and to encourage pupils to engage with the lesson. For example, in Year 6 mathematics, pupils choose a suitably challenging task, having evaluated their confidence level in that particular topic. In English, older pupils are presented with individualised goals and tasks based on their prior attainment.
22. Teachers appropriately assess the progress pupils are making using a range of tools. They use this information to inform their planning so that pupils can be helped to make further progress. For example, progress evaluation sheets are compiled by teachers at the end of every core lesson which are then used to inform lesson planning to address any misconceptions which have arisen.
23. Pupils make good progress from their various starting points in most lessons. However, some teachers are less effective in their planning and, as a result, pupils make less progress in those lessons. This is either because the teaching does not fully engage pupils in their learning, or because it does not meet the different needs of pupils in the classroom, including those with high prior attainment.
24. Pupils who have SEND are suitably supported by their teachers, teaching assistants and specialist learning support teachers. For example, teachers assess whether pupils need additional input or alternative teaching methods to understand a topic they find difficult. Learning support specialists share their knowledge with teachers so that pupils' needs are met in the classroom. For example, suggesting different ways for pupils to record their work. Pupils who have SEND make good progress.
25. A very small proportion of pupils speak English as an additional language and their progress is monitored carefully to consider whether additional support is necessary to support their learning.
26. Pupils achieve well. Pupils gain the knowledge and skills they need to be successful and to gain entry to senior and secondary schools of their choice. Pupils are regularly awarded scholarships for their success in academic, sporting and creative disciplines.

27. Pupils enjoy play during their free time. They have access to a wide range of extra-curricular activities including musical, artistic and sporting pursuits, such as martial arts, as well as cooking. Pupils appreciate the opportunity to develop their skills and interests in these varied activities. For example, they weigh out ingredients for baking and collaborate with one another to share tasks as they tidy up.

The extent to which the school meets Standards relating to the quality of education, training and recreation

28. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

29. Pupils develop appropriate levels of confidence and self-knowledge because of the support given to them throughout their time at school. Pupils can speak to teachers, such as a trained emotional literacy support assistant or a school counsellor, to discuss any concerns they have. Some teachers use additional tools to encourage specific pupils to help them reflect on their mood and their readiness to learn.
30. Pupils understand how their actions and behaviours have a direct impact on their learning. Pupils are highly motivated to collect 'CLICK' points, which reward their positive contribution to lessons and the school community. Pupils reflect on their actions when they make mistakes because teachers are clear and consistent in their application of the behaviour policy, focusing on and rewarding positive behaviours. Pupils' behaviour, whether in the classroom, or around school, is considerate and thoughtful.
31. The school's anti-bullying policy and procedures are appropriate, and staff are vigilant to recognise and act on any issues which may arise. On the rare occasions when leaders need to take action, they do so promptly and effectively.
32. Pupils are taught an appropriate programme of physical education (PE) which encourages them to develop their fitness, co-ordination and teamwork skills. For example, coaches teach strength and conditioning exercises alongside team sports in games lessons. Pupils learn how physical fitness can play a positive role in developing their mental wellbeing in their PE lessons as well as in personal, social, health and economic (PSHE) education lessons, which equip them with a range of life skills for the future.
33. The curriculum meets statutory guidance relating to the teaching of relationships and sex education (RSE). Parents are consulted and informed about the topics their children are taught. Pupils understand that it is important to be kind to everyone and be accepting of difference. Pupils learn about both positive and unhealthy relationships, privacy and consent. Sex education is taught in an age-appropriate manner, and pupils learn about how their bodies grow and change. Pupils develop the confidence to stay safe and healthy. They approach their own physical development with maturity and understanding.
34. Children in the early years experience a range of activities which promote their physical and emotional development. They learn to manage disagreements and teachers encourage them to express their feelings. In PE they learn to develop their motor skills, for example running, skipping and avoiding obstacles in games.
35. Pupils are appropriately supervised during the school day through the effective deployment of staff, for example during recreation times. Leaders monitor pupils' attendance to identify and act on any patterns of absence which might unduly impact on pupils' learning. The school suitably informs the local authority of any pupils who join or leave the school at non-standard times of transition.
36. The premises are suitable and well maintained with any defects being reported and corrected in a timely manner. Health and safety checks, such as regular testing of the electrical systems and water supplies, are carried out. An up-to-date fire risk assessment is in place and leaders ensure that all

arising action points are addressed. Staff receive appropriate fire safety training and evacuation drills are regularly carried out to ensure that everyone knows what to do in case of an emergency.

37. First Aid is administered promptly and appropriately, and parents are informed if their child has been ill or injured. There is always at least one adult trained in paediatric first aid in the early years. Suitable records are kept of any first aid given, as well as any prescription medication administered. The school provides an appropriate facility for ill or injured pupils to use in the short term.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 38. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

39. The school develops pupils' understanding of values, such as equality, from an early age. Pupils demonstrate an appropriate understanding of how everyone should be treated equally. This is evident from the relationships between pupils, and between pupils and staff. Pupils are taught how rules are essential for safety. For example, children in the early years understand the potential risk if they eat food whilst running.
40. Pupils learn how societies and communities use rules to function effectively, through their own school rules as well as learning about laws in Britain and elsewhere in the world. Through these learning experiences, pupils learn about British institutions, such as Parliament. Teachers are careful to ensure that any discussions regarding political issues are conducted fairly and without bias.
41. Pupils develop an appropriate understanding of and respect for different cultures, through a range of planned learning experiences throughout the school year and at all ages. For example, Year 3 pupils learn about different styles of dancing from around the world and Year 6 pupils investigate artefacts from the Mayan culture. Older pupils learn about principles of Buddhism and how they can apply these to their own lives. Pupils of all ages learn about the school's partnership with a school in Uganda and communicate with pupils there to learn more about their lives.
42. Younger pupils gain an appreciation of the world of work through visits by professionals who talk about their jobs, and through role play activities. Leaders arrange events which enable older pupils to begin to think about the range of work opportunities they might consider and understand the pathways towards certain careers. Teachers suitably prepare pupils for the transition to their next year of schooling, and leaders provide effective support and preparation for older pupils and their parents with regard to senior school entrance processes.
43. Pupils develop their understanding of money and finance through various opportunities in the curriculum. Children in the early years exchange money in their play and younger pupils handle currency in mathematics. Older pupils participate in a business project, starting with a small budget and selling products at the school Christmas fair. Pupils involved in the school council also discuss the financial implications of their requests. As a result, pupils gain practical skills in budgeting, risk management, and decision-making.
44. Pupils who are elected to the school council suggest improvements for the benefit of all pupils, for example in relation to play equipment and other recreational resources. Older pupils also become prefects, performing a range of supportive tasks and duties to help teachers. Pupils can choose to join an eco-committee, which introduces initiatives, such as uniform recycling to reduce waste, and contributes to a local eco garden.
45. The school develops pupils' understanding of social responsibility through a range of activities. Pupils participate in charitable fundraising and sing carols at a local care home. This helps pupils to learn that they can positively influence the lives of others.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

46. All the relevant Standards are met.

Safeguarding

47. Leaders promote an effective safeguarding culture across the school. They implement well considered policies and procedures which meet the requirements of current statutory guidance.
48. As a result of regular training, staff know how to spot signs that a pupil's welfare might be at risk and understand the need to be vigilant. Staff know how to report their concerns, either about a pupil or with regard to the behaviour of other adults. Safeguarding leaders are trained at the required level to have the knowledge and confidence to fulfil their responsibilities.
49. Leaders ensure that pupils have a range of opportunities to share any concerns they may have with adults at school. For older pupils this includes 'worry boxes' which they can choose to use anonymously.
50. Leaders take prompt action and liaise effectively with external agencies when necessary to support pupils and their families. Leaders maintain detailed records and monitor any ongoing concerns effectively. The proprietorial body exercise appropriate oversight of the school's safeguarding practices, including by discussing anonymised cases, reading reports and discussing any emerging trends or issues with leaders.
51. The school teaches pupils how to keep themselves safe, including when they are online. Pupils are confident about using the internet appropriately. Their access to the internet whilst at school, and when using school-issued computers at home, is suitably monitored and filtered.
52. The school completes processes to ensure that the regulations are met with regard to the appointment of new staff, including the recording of required information on the SCR. Although leaders and the proprietorial body monitor this document regularly for accuracy, a number of minor administrative errors on this record were noted and corrected during the course of the inspection. This indicates that the checking of this document is insufficiently thorough.

The extent to which the school meets Standards relating to safeguarding

- 53. All the relevant Standards are met.**

The quality of the early years foundation stage in the registered early years provision

Overall effectiveness: the quality and standards of the early years provision

54. The overall effectiveness of the early years provision is good.
55. Leaders plan an ambitious curriculum for children. They provide staff with the professional support they need to create a suitable curriculum that offers children appropriate challenge. Overall, staff provide children with a secure foundation on which to build their future learning.
56. Staff set high expectations for children's positive behaviour. They support children to work together and cooperate in their play. When children find this difficult, staff are swiftly on hand to help them manage their feelings and emotions. This helps children understand the impact of their behaviour on others.
57. Staff provide children with opportunities to develop their independence skills. This is well-sequenced within the curriculum to give children time to practise and consolidate what they learn. This helps children gain the skills they need when they move on to a new room and, eventually, to the Reception class.
58. Children play in a safe and exciting environment. They appear as equally happy exploring outdoors, as they are relaxing and resting in the cosy indoor spaces. Children form strong bonds with nurturing staff, who help them settle quickly. However, effective communication with parents about children's routines and activities are still to be securely embedded into staff practice.
59. Leaders ensure that safeguarding is effective and that welfare requirements are met. There are written policies and procedures in place in line with local authority guidance. Staff receive timely training and support to fully understand their roles and responsibilities to help keep children safe.

Quality of education

60. The quality of education is good.
61. Staff plan a broad curriculum that develops children's learning and development in meaningful ways. They use what they know about children's interests and their current stage of development to create stimulating and appropriate activities to increase children's curiosity and learning. For instance, older children look for signs of spring when they are out in the woods. Toddlers splash and jump in muddy puddles on a wet and rainy day. Staff know what they want children to learn. They focus on supporting children to build their skills over time and they adapt their teaching according to children's abilities.
62. Staff use books well to increase children's love of literacy. They plan activities that extend children's understanding and imagination. For example, babies recently searched for items related to their 'book of the week' when they went out for a walk. Older children confidently and enthusiastically repeat words to rhymes and songs. They are interested in the initial sounds of words and make connections between sounds and letters.

63. Children enjoy a wide range of activities to support their physical skills. Staff provide space for children to develop their core strength and balance. For example, older children enjoy regular sessions of yoga. Their large physical skills are extended when they spend time with a specialist physical education teacher. Young children and babies practise and challenge their physical abilities when they climb and use ride-on toys. Children refine their smaller muscle skills, such as when they draw and paint. Older children begin to form recognisable pictures and shapes.
64. Staff promote children's language and communication skills well. Older children are articulate and full of curiosity about the world around them. They ask questions to improve their knowledge and understanding. Staff use simple words to help babies and young children develop their vocabulary.

Behaviour and attitudes

65. Behaviour and attitudes are good.
66. There is a culture of mutual respect between staff and children. Staff model kindness, which is reflected in children's behaviour towards one another. Children learn to care for other living things, such as when they feed the guinea pigs, or walk carefully on the woodland paths, so they do not damage new plants. This helps children understand the needs of others and develop a broad understanding of the impact they have on each other and the environment.
67. Staff promote children's love of the outdoors. They plan activities and days out that connect children with nature. For instance, children make food to feed the birds when they learn about the seasons. Babies and young children enjoy strolls along the canal, trips to see farm animals and walks in the school grounds. They become deeply involved when staff introduce them to natural materials and textures through sensory activities, such as digging in the mud. Older children learn about plants and insects when they explore the diverse landscape around them. They instantly recall the names of flowers, such as 'snowdrops' and 'daffodils' when they see them. They compare what they see growing in the woods with their own lived experience of what grows in their gardens at home.

Personal development

68. The personal development of children is good.
69. Babies and children develop secure attachments with nurturing staff. Staff demonstrate that they understand children's needs. For instance, they anticipate what babies need before they become overly tired and they closely follow their care routines from home. Children confidently turn to staff when they need help, knowing they will receive a warm and empathetic response.
70. Children learn to make healthy lifestyle choices and develop good hygiene routines. For example, children know that they must wash their hands before eating. Older children use knives safely to prepare their snack. Children and staff talk about the benefits of eating nutritious foods from a young age. This helps children understand the impact a healthy diet has on their growing bodies.
71. Overall, staff interactions with children are effective in helping them develop their self-awareness and independence skills. For example, staff encourage babies and young children to pull on their own shoes, while older children competently put on their coats and dress themselves. However, sometimes when older children are in large groups, staff find it more challenging to support their needs. For example, during snack time children find it hard to settle and maintain focus and

concentration. This does not fully promote opportunities for children to develop their social skills and conversations during mealtimes.

Leadership and management

72. Leadership and management are good.
73. Leaders and staff make good use of assessment to identify children's next steps in learning. However, on occasion, there are inconsistencies in the quality of staff plans for children's learning and their subsequent interactions with children. For example, although staff provide interesting activities, they do not always plan how these will meet children's individual next steps. This means it is harder for leaders to accurately evaluate the progress children make towards their milestones and to assess their individual achievements.
74. Leaders place high importance on staff wellbeing. They ensure staff receive regular supervision to support their professional practice, knowledge and skills. Leaders think about ways to reduce staff workload, such as refining planning for children's learning, to achieve manageable and efficient ways of working. There is a programme of professional development in place for all staff.
75. Leaders have recently introduced new ways of working with parents, such as by using an online platform to share information about children's care routines and learning. However, this is not fully embedded in staff practice and is therefore not always effective in providing parents with information that they may find helpful.

Safeguarding

76. Safeguarding is effective.
77. Staff know how to recognise signs of abuse and neglect and how to refer children should they have any concerns. They know how to whistleblow if they feel colleagues do not meet the high standards expected of them or are putting children's safety or welfare at risk. Leaders have robust processes for recruitment, induction and supervision, which are used to ensure ongoing staff suitability.
78. Staff teach children simple rules to help keep them safe. For example, older children walk together when they go out to the woods. Younger children learn to safely negotiate the climbing frame and slide. Staff maintain a safe, yet challenging environment for children to explore. This helps children learn to assess personal risks and to keep themselves safe.

Recommended next steps

Leaders should:

- develop teaching to more effectively promote children's personal development, particularly when teaching or supervising children in large groups, and during daily routines
- support staff to understand how to identify and precisely target next steps for children's learning to enhance their planning and interactions

- strengthen communication with parents to provide them with information about their children's learning and their routines within the setting.

The extent to which the school meets the requirements of the early years foundation stage

79. The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

School details

School	St Francis School
Department for Education number	865/6010
Registered early years number	EY552671
Address	St Francis School Marlborough Road Pewsey Wiltshire SN9 5NT
Phone number	01672 563228
Email address	schooloffice@stfpewsey.co.uk
Website	www.stfpewsey.co.uk
Proprietor	Inspired Learning Group (UK) Ltd
Chair	Mr Justin Spanswick
Headteacher	Mr David Lee
Age range	0 to 13
Number of pupils	184
Number of children in the early years registered setting	52
Date of previous inspection	15 to 18 March 2022

Information about the school

80. St Francis is an independent day school for male and female pupils in Pewsey, Wiltshire. Since the last inspection, in November 2024, Inspired Learning Group (UK) Ltd became the proprietor of the school.
81. There are 14 children in the early years comprising one reception class. There is also a separate early years setting, known as Little Saints Nursery, which is registered with Ofsted and which provides care and education for children from 0 to 4 years of age.
82. The school has identified 25 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
83. The school has identified English as an additional language for a very small proportion of pupils.
84. The school states its aims are to nurture and value all pupils within an inclusive family-friendly ethos. It seeks for pupils to thrive within a safe, secure and happy environment. The school strives to provide a breadth and depth of educational and co-curricular experiences so that pupils develop their skills of collaboration, leadership, independence, challenge and kindness to support them in preparing for their future lives in an ever-changing world.

Inspection details

Inspection dates

25 to 27 February 2025

85. A team of four inspectors visited the school for two and a half days.

86. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair of governors and other members of the proprietorial body
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

87. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net