



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Gatehouse School

October 2021

Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	6
PART 5 – Premises of and accommodation at schools	6
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
3. Educational Quality Inspection	8
Preface	8
Key findings	8
Recommendations	8
The quality of the pupils' academic and other achievements	9
The quality of the pupils' personal development	11
4. Inspection Evidence	13

School's Details

School	Gatehouse School			
DfE number	211/6089			
Registered charity number	282558			
Address	Gatehouse School Sewardstone Road Victoria Park London E2 9JG			
Telephone number	020 898 02978			
Email address	admin@gatehouseschool.co.uk			
Headteacher	Mrs Sevda Korbay			
Chair of governors	Mr Ian Duncan			
Age range	3 to 11			
Number of pupils on roll	489			
	EYFS	136	Years 1–6	353
Inspection dates	5 to 8 October 2021			

1. Background Information

About the school

- 1.1 Gatehouse School is an independent co-educational day school for pupils aged between 3 and 11, situated in the heart of east London. The school is a charitable trust administered by a board of governors. Since the previous inspection, a new head took up post in October 2019 and there have been significant changes to the leadership and management structure. The Nursery is now housed in its own building and an outdoor classroom has been built.
- 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 the children of key workers or vulnerable pupils 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 children with a creative, broad and balanced education, which enables them to fulfil their best individual potential. The school's mission statement sets out the school's aims: 'Children of any race, colour, background and intellect shall be accepted as students and work side by side without streaming or any segregation with the aim that each child shall get to know and love God and to develop their own uniqueness of personality to enable them to appreciate the world and the world to appreciate them.'

About the pupils

- 1.8 Pupils live within a five-mile radius of the school and come from a broad range of backgrounds which reflect the diversity of the area. Nationally standardised data indicate that the ability of the pupils on entry is broadly average. The school has identified 54 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support for a range of needs including dyslexia, dyspraxia, dyscalculia and autism. Three of these pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 105 pupils, five of whom receive additional support. The school provides extension and enrichment activities for pupils identified as being more able.

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. 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.

Key findings

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

- Pupils make excellent progress from their relative starting points across a broad curriculum.
- Pupils display high levels of competence in communication, mathematics and information and communication technology (ICT).
- Pupils display excellent knowledge, understanding and skills in all subjects but, occasionally, these are not fully extended to enable the most able to work at greater depth.
- Pupils work well independently, but their skills to analyse and synthesise information are not consistently developed.
- Pupils demonstrate highly positive attitudes that promote their learning and achievement.

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

- Pupils have a notably compassionate and inclusive attitude towards one another arising from their committed observance of the school's values.
- Pupils have a very strong self-awareness which enables them to be comfortable with their strengths; they perceive their weaknesses as opportunities to improve.
- Pupils work exceptionally well together, displaying a mature understanding of the strategies required for successful teamwork.
- Pupils have a mature understanding of how to keep themselves physically and mentally safe and healthy.

Recommendations

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

- Increase pupils' ability to utilise critical thinking by providing regular opportunities for them to engage in open-ended tasks across the curriculum.
- Ensure that the most able pupils work at greater depth by enabling them to apply their knowledge and skills in unfamiliar contexts.

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 demonstrate high levels of learning across a broad curriculum. Children in Reception exhibit well-developed fine-motor skills as seen, for example, when they cut out and decorated African masks with great dexterity. Pupils acquire new vocabulary and understanding of scientific process quickly, such as when carrying out food tests in Year 3. Achievement in a wide range of subjects benefits from the expertise of specialist teaching and the use of interesting resources. Pupils often demonstrate comprehensive knowledge, such as in an assembly on the Vikings and in a poetry lesson on visual, auditory and kinaesthetic imagery. They display enthusiasm to further their learning and make excellent progress in physical education (PE) lessons and games. Pupils develop good subject-specific concepts and performance skills in music. For example, those in Year 1 showed awareness of pulse and rhythm whilst those in Year 5 developed their understanding of a drone as opposed to an ostinato, through practical music-making. In art, pupils work with great dexterity, developing techniques which they apply in interesting projects. They are able, for example, to complete finely controlled patterns to create an illuminated letter, working with huge concentration and persistence. In the pre-inspection questionnaire, all the pupils agreed that teachers know their subjects well, a view supported by inspection evidence. Pupils generally show clear progression in their knowledge, understanding and skills due to well-established class expectations. Carefully structured teaching which incorporates clear success criteria and provides time for pupils to work together collaboratively with sufficient practice, enables them to become familiar with each process and to learn securely.
- 3.6 Pupils demonstrate excellent communication skills. The youngest children develop both the vocabulary to explain their ideas and oral confidence through high-quality conversation with adults during their play. From the EYFS, pupils make great strides in acquiring literacy skills due to systematic teaching, such as of phonics, and daily reading practice whilst they work towards fluency. Most pupils become keen readers, who read for pleasure and are able to access information independently. The most able pupils read complex texts with accuracy, fluency and understanding. Pupils' excellent reading skills are supported strongly by regular library sessions. As they grow older, pupils write well in a range of styles, using imaginative language. For example, pupils in Year 6 demonstrated a well-developed understanding of alliteration and used punctuation to create rhythm in poetic writing. Pupils are articulate and communicate their thoughts and feelings maturely. This was seen in several assemblies, such as one where pupils in Year 2 were confident and engaging presenters about the need to respect the world and one another. From a young age, they listen attentively to the views of others. Pupils' acquisition of the French language is strong. Taught by staff whose first language is French, they pronounce words very accurately and decipher new vocabulary successfully, based on their prior knowledge and understanding of sound patterns in French.
- 3.7 Pupils' numeracy skills develop well. Children in Nursery learn to count and recognise numerals to ten through regular practice using a variety of practical resources. The most able children in Reception use accurate mathematical terminology such as 'heaviest' and 'longest' and understand 'less', 'full' and 'overflowing', supported by planning for differing abilities and practical equipment. Pupils go on to make rapid progress so that many perform calculations accurately and at speed. They show confidence in applying knowledge; for example, when calculating fractions of numbers, the more able pupils in Year 6 used inverse operations competently. Pupils' secure numerical understanding is gained through teaching which regularly reinforces correct process whilst also using pupils' own working methods as examples. The most able sometimes extend their understanding by applying concepts in more open-ended and challenging problems, though their progress is reduced when they are required to complete a common task first. Pupils apply numerical skills confidently when calculating ratio in art, measuring probability in science, and in PE, when measuring their own and their partner's physical performance and progress during circuit training.
- 3.8 Pupils demonstrate a high degree of competence in ICT. They explained that their skills increased during remote learning. For example, pupils in Year 3 learnt how to generate strong passwords and

used office software with great skill to create attractive posters which communicated effective messages about healthy teeth. Pupils use ICT effectively when researching in advance of a new topic such as in history. Older pupils utilise their knowledge to assimilate data when making a financial budget, using spreadsheets and creating algorithms to calculate totals, averages and maximum and minimum values. Pupils in Year 6 build their own ancient history websites successfully. These include multiple pages, image libraries and links to external sites. The most able can also embed videos and quizzes.

- 3.9 When given opportunities to work independently to analyse information, pupils respond positively and produce high-quality results, such as synthesising a possible solution and teaching their peers. Pupils in Year 5, for example, were highly organised and focused during a group task. They used critical thinking skills effectively when discussing whether a book character was a friend or foe. Some children in Nursery can articulate clearly what they are doing and answer questions such as 'why' and 'how'. Younger pupils can hypothesise why they should undertake an experiment in science and use information competently to complete a table. Pupils' well-developed analytical skills are evident in group-based mind mapping in personal, social and health education (PSHE). They are willing to work individually or collaboratively, for example, when analysing a poem for its imagery, and can also self-help by using available resources. Pupils demonstrate these skills best when teachers' planning signposts available resources but allows for open-ended learning; this was not observed consistently, particularly where there was an over-reliance on completing worksheets.
- 3.10 The school's assessment data, observation of lessons, scrutiny of work and interviews with pupils show attainment to be excellent relative to pupils' wide range of starting points. Children in the EYFS make rapid progress so that most attain a good level of development, and some exceed age-related expectations by the end of Reception. Many continue to make rapid progress so that results from standardised tests of English and mathematics in Years 1 to 6 show that most pupils attain above the national average. They are successful in gaining places at the senior school of their choice and, each year, a number of the most able gain scholarships, including to selective independent and grammar schools. Many pupils with SEND make excellent progress in relation to their difficulties, through tailored programmes which provide individual or group support outside of class together with appropriate tasks and adult support within class. Inspection evidence confirms that, generally, pupils are successful because they are given tasks which take full account of information gained from the school's effective assessment framework. On occasion, when tasks are insufficiently matched to pupils' learning abilities, progress is reduced since pupils with SEND find it difficult to achieve independently and the most able are insufficiently challenged at greater depth.
- 3.11 Pupils' achievements outside of the classroom reflect the priority placed by the school's leadership on providing a broad curriculum and wide variety of extra-curricular activities. Pupils sing tunefully and confidently in choirs, and the school's instrumentalists play in ensembles with composure and a good sense of ensemble. Many are successful in ABRSM music examinations, some at a high level. Pupils display commitment and confidence in end-of-year musical performances such as *Oklahoma*. School teams have won the borough athletics championships and the Independent Schools Association national rounders and football competitions. Individual pupils have been selected to play cricket at county level. Pupils achieve success regularly in inter-school science quizzes and fairs and story competitions.
- 3.12 Throughout the school, pupils' attitudes towards learning are exemplary. Children in the EYFS are eager to learn and work purposefully at their chosen activities. Pupils demonstrate enthusiasm and maintain a high level of focus which leads to fast rates of progress in lessons. Most show great pride in their work and considerable self-discipline, so that the atmosphere in classrooms is conducive to learning. When working with partners, they take turns and listen to one another's ideas. Excellent behaviour with pupils listening to teachers and each other helps to promote their understanding. This results from the high expectations of teachers and an abundance of encouraging verbal feedback, encouraging children to question, strive and ultimately achieve well in their learning.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate exceptionally strong self-awareness. They describe their strengths as being what they find naturally easy and are confident that they are well supported with areas they find challenging. This attribute is a notable strength of pupils with SEND whose good academic progress is accompanied by evident feelings of self-worth. Pupils see taking risks in their learning as positive and have resulting high self-esteem due to the culture promoted by the leadership, of recognising people's gifts as being more important than their weaknesses. During lessons, most pupils show a willingness to contribute without any fear of making mistakes and many use constructive feedback from teachers to assess their own progress. Pupils state that they are able to communicate their feelings through highly effective pastoral support arrangements and, in the questionnaires, a large majority expressed the view that teachers are supportive. The ready availability of a pastoral leader to talk to, and easy mechanisms for seeking support, together with resources such as a sensory room and buddy bench, are all key factors in promoting pupils' resilience and happiness.
- 3.15 Pupils exhibit a well-developed understanding of how to be healthy, both physically and mentally. They value sport, not only for the fun that teamwork engenders and its benefits to fitness, but the recognition that, in requiring focus, it rests their minds. Their informed understanding of nutrition is enhanced by their work in science. For example, pupils in Year 3 have a good knowledge of the role that different food groups play in a balanced diet. Older pupils point to meditation and yoga as being helpful to their mental and emotional health. They cite positivity, not giving up, and asking for help, as key factors of their well-being. Through regular coverage in the curriculum at an age-appropriate level, they display a strong awareness of road, fire and online safety.
- 3.16 Pupils make decisions about their learning, well-being and behaviour confidently, as a result of staff facilitating discussions which enable them to consider differing points of view. They frequently choose to prioritise the needs of others and, as a matter of course, work closely with their peers in this regard. Pupils appreciate being given the opportunity in some subjects to make decisions about how to record their work, its level of challenge and the subject matter for presentations. They speak sensibly and maturely about the need sometimes to take difficult decisions and to weather short periods of pressure, confident of reaping future rewards. In the questionnaire, all the pupils stated that they feel well prepared for senior school. They are proud to have been involved with pupil-led decisions through the school council, eco-committee and the house system, for instance agreeing a gender-neutral uniform and inclusive sports opportunities. This reflects the leadership's attempts to enable pupils to think critically about the impact of their choices.
- 3.17 Pupils see it as natural to show empathy and support for those who are vulnerable in their own community and beyond, and have a deep moral understanding and sense of fairness. They are supported in this by staff endorsing the school's values in their relationships with pupils, which are characterised by patience and kindness. Pupils understand that a classmate who is making bad choices might have issues causing them difficulty and, therefore, needs their support. Many demonstrate a mature sense of responsibility not to disrupt others' learning, valuing the school rules as important in sustaining a supportive and compassionate community. Pupils also state that, through staff helping them to reflect on their actions rather than readily imposing a sanction, they have learned to be more considerate and respect rules, which they understand are to the benefit of all. They are well-informed and insightful, due to the leadership ensuring that topical issues are discussed regularly in current affairs lessons and assemblies. Pupils are willing to speak out in support of causes which interest them and work collaboratively to do so. This is because staff give them the time and space to think and act in accordance with their values. For example, pupils organised a protest in the local area to encourage drivers in stationary traffic to turn off their engines.
- 3.18 Pupils are reflective about the impact of the school's values on their own lives. They state that these are essential to being a good person and that they help one another to uphold them. Pupils display a

mature and respectful attitude towards spirituality and religion, as observed in the way younger ones responded during a prayer in assembly. The older pupils are thoughtful, articulating the difference that aspects of faith, such as prayer, make in some people's lives, and understanding that it brings a calm space for listening and meditation. Pupils show respect and sensitivity for the world around them, for instance when considering issues concerning climate change. From an early age, they take a delight in creative activities such as art and music, listening appreciatively, for example, to their peers performing as they enter assembly. Pupils reflect on putting the team before themselves in PE, debate thoughtfully the origins of the universe in science and discuss astutely the transcendence of music and the emotions it stirs. There is a pervading culture in the school of putting school, team and others before yourself and, therefore, pupils recognise that the individual is a small part of a bigger cause or community.

- 3.19 Pupils are extremely socially aware and their cooperative and supportive responses towards their peers and younger children are instinctive. They collaborate successfully to produce assemblies, solve problems in class or take turns as talking partners. They enjoy teamwork in drama and music and are developing secure negotiation skills to resolve working disputes. This manifests in an understanding of the need to be fair and to compromise. Older pupils demonstrate a caring approach towards younger pupils, for example including them in their own break-time activities. Pupils are highly adept at coaching one another; they take an active interest in the progress of their peers and take pleasure in their mutual success. They are also not afraid to challenge behaviour that is inconsiderate. There is a genuine sense of kindness and fairness running through the school with a common understanding that everyone wins if they get the culture right. Inspectors were told by pupils, 'If you want to be the best person in the world, then you have to treat everyone else as if they're the best person in the world.' The leadership ensures that staff embrace this culture and feed its growing impact through the time they give to individual pupils and the example they set through their own actions.
- 3.20 Pupils contribute positively to school life, fulfilling responsibilities conscientiously and enthusiastically. Older pupils can identify the characteristics of a good leader, mindful of the positive impact of their own contributions. Pupils clearly value the school council and eco committee. Representatives of each were very proud to show inspectors their badges, explaining cogently the impact they had had on the school; for example, initiating new playground equipment and acquiring a school puppy. They are instinctively welcoming to newcomers and quick to recognise and support those in need. As a result, they lead initiatives to raise money and awareness for local, national and international charities. Aware of the need for democratic decisions, house leaders present assemblies to enable all the pupils to choose which charity to support. Older pupils feel they are making a difference through collecting and sorting items to go to local food banks as part of their Harvest celebration.
- 3.21 An undoubted strength of their development, pupils' attitudes towards diversity go far beyond tolerance; they are highly accepting and appreciative of one another and their teachers. This is the result of the mutual respect inherent within the school community. From a young age, pupils exhibit a deep sense of respect for one another, borne out of a clear understanding and acceptance of difference as being a positive part of their existence. They accept that misunderstandings can cause offence and value friendships strongly. They are powerfully supported in their attitudes by the school's guiding values, realising the need to treat others as they would want to be treated. Pupils learn to understand that difference brings both enrichment and challenges, since the leadership takes every opportunity to widen their understanding, such as with activities for Black History Month, and presentations on autism and dyslexia. Pupils speak enthusiastically about the significance of the Black Lives Matter movement and the people who have inspired them. They recognise the potential for each individual to make a distinct but different contribution to their community and are proud of its diversity. They talk eloquently about the need to treat others with dignity, irrespective of their life choices and are willing to stand up for these beliefs through their words and actions.

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 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 Jan Preece	Reporting inspector
Miss Michelle Cole	Compliance team inspector (Headteacher, IAPS school)
Mr Marcus Culverwell	Team inspector (Headmaster, IAPS school)
Mr Giles Delaney	Team inspector (Headmaster, IAPS school)
Mr Andrew Webster	Team inspector (Deputy director of education and compliance, ISA and IAPS group of schools)