



**ISI**

Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**The Alternative School**

**November 2021**

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## School's Details

<b>School</b>	The Alternative School			
<b>DfE number</b>	888/6113			
<b>Address</b>	The Alternative School The Old Library Fern Lea Avenue Barnoldswick Lancashire BB18 5DW			
<b>Telephone number</b>	01282 851800			
<b>Email address</b>	info@thealternativeschool.co.uk			
<b>Lead Headteacher, Barnoldswick</b>	Miss Kirsty Swierkowski			
<b>Acting Headteacher, St James, Burnley</b>	Miss Ann Flynn			
<b>Headteacher, Blackpool and the Fylde</b>	Mr Neil Winrow			
<b>Proprietor and Executive Head</b>	Ms Kirsty-Anne Pugh			
<b>Age range</b>	7 to 18			
<b>Number of pupils on roll</b>	67			
	<b>Juniors</b>	4	<b>Seniors</b>	62
	<b>Sixth Form</b>	1		
<b>Inspection dates</b>	23 to 26 November 2021			

## 1. Background Information

### About the school

- 1.1 The Alternative School was founded in 2007 to provide education for pupils unable to thrive in mainstream education. The school is owned by a sole proprietor and each campus, Barnoldswick, Burnley and Blackpool and the Fylde has an advisory board. Each school has a specific remit. Barnoldswick offers a range of therapies, counselling and support to pupils in Years 7 to 13 with both diagnosed and undiagnosed Special Educational Needs and/or Disabilities (SEND). St. James, Burnley uses a nurturing and adrenaline sports programme to develop pupils in Years 4 to 11 in need of respite and short-term support, and Blackpool works with pupils in Years 7 to 11 on both respite and longer term placements, supporting pupils to become members of the school community and to transition into mainstream education.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers and vulnerable pupils. 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 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed and teacher-assessed grades were awarded.

### What the school seeks to do

- 1.7 The school aims to provide its pupils with a personalised education to ensure positive education outcomes as well as encouraging them to develop into well-rounded young people, who can function within their communities.

### About the pupils

- 1.8 The open and inclusive admissions policy means pupils are from a wide range of backgrounds. They come from both the local areas of the three schools and from a considerable distance. Pupils have very varied educational experiences and needs and many join with basic skills for learning below those expected for their age. All have SEND and social, emotional and mental health (SEMH) needs. Many have formal diagnoses including attention deficit hyperactivity disorder, attention deficit disorder and autism spectrum disorder, as well as a wide range of other difficulties such as dyslexia, dyscalculia and dyspraxia. Some have not attended school for considerable periods for a range of reasons, and the school works with some pupils to enable their transition back into mainstream education. Currently 14 pupils have an education health care (EHC) plan, and almost all pupils are funded by their local authority or local schools. No pupils currently have English as an additional language (EAL). The school identifies and supports pupils with particular gifts and talents through their Individual Learning Plans (ILPs).

## 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. 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](#).

**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 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, including the small numbers of junior pupils, to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 Most pupils take GCSE examinations in their final year at the school. The small numbers involved prevent reliable comparison with national averages, but inspection evidence confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 Pupils receive relationships education in the junior class and relationships and sex education in the senior school. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

### **PART 3 – Welfare, health and safety of pupils**

- 2.9 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.
- 2.10 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**

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 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**

2.13 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.

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

## **PART 6 – Provision of information**

2.15 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.

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

## **PART 7 – Manner in which complaints are handled**

2.17 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.

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

## **PART 8 – Quality of leadership in and management of schools**

2.19 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.

**2.20 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 good.

- Pupils make good progress in their learning due to strong and supportive relationships with staff.
- Pupils' good individual learning is supported by frequent assessment and tracking which is used to develop individual timetables, lesson planning and to monitor progress.
- Pupils' regular involvement in their individual learning plans (ILP) ensures that they stay on focus and take responsibility for their learning.
- Pupils make the transition into mainstream school, college or work successfully due to the school's effective preparation.
- Pupils have limited opportunities to learn and use information and communication technology (ICT) skills which slows their learning.

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

- From difficult starting points pupils develop an understanding of how to improve their own learning and performance so that they are well-prepared for the next stage of their lives.
- Pupils improve in self-esteem and confidence due to the care and nurture given by staff.
- Pupils know that they develop self-understanding through the positive culture of the school which personalises their education for each one.
- Pupils learn how to distinguish between good and bad decisions or right and wrong choices through the school's use of the restorative approach. They appreciate that every day is a new start.
- Pupils have limited opportunities to express their views and to take on responsibilities such as mentoring other pupils.

#### Recommendations

3.3 The school is advised to make the following improvements:

- Ensure that all pupils learn ICT skills and have access to on-line resources to enhance and support their learning.
- Create opportunities for pupils to become more involved in the life of the school and to take on positions of responsibility.



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

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 The overall achievement of the pupils is good and fulfils the school's aim to ensure positive educational outcomes for the pupils, so that they become well-rounded and able to function within their communities. Pupils all have SEND and SEMH needs and have often been out of school for long periods. The effective systems of assessment, planning, and class sizes set up by the leadership ensure that the educational programme meets their needs. The school has a comprehensive assessment system which tracks the progress pupils make from their initial starting points. Whilst the results of nationally standardised test results show that most pupils are below the national average for pupils of their age when they join the school, regular entries show that almost all pupils go on to make good and sometimes rapid progress. Pupils build portfolios of achievements, including the AQA awards which they start taking as primary pupils, BTEC, Functional Skills, Foundation Stage and GCSE courses. The small numbers of pupils taking GCSE make comparison with national statistics invalid, but almost all pupils go on to college places, apprenticeships or jobs.
- 3.6 Pupils are supported by individual timetabling across a wide range of educational, practical and personal development areas. Those who take part in the outdoor education activities develop knowledge, skills and understanding appropriate to their learning needs through what the school calls 'sneaky teaching' where work on key skills is built into other activities. For example, older pupils develop core competencies when measuring the planned size for an allotment. This activity supports both their mathematical understanding of shape, size and angles and the development of language whilst they discuss their planning. Lessons in the woodland area develop similar skills for the primary pupils. As gaps are identified in pupils' knowledge and understanding, teachers plan specific lessons to address them. In the pre-inspection questionnaire, almost all parents agreed that the range of subjects was suitable for their child and the overwhelming majority of pupils agreed that their skills and knowledge improve in most lessons. In discussion pupils commented that they thought all pupils are challenged, saying 'every lesson is a stretch, we have all got gaps from missing school before'.
- 3.7 Many pupils have limited communication skills and are reluctant speakers and readers when they join the school. The nurture and respect shown by teachers and very small groups or one to one teaching gives pupils time to gain confidence and learn to speak for themselves, to take part in debates and to read with a degree of accuracy. Primary pupils have good communication skills. They articulate their thoughts and ideas openly as a result of trusting and caring relationships between teacher and pupil. They listen and respond respectfully to each other's ideas, although they often need to be reminded of appropriate language. In discussion during the inspection, older pupils spoke very clearly and confidently about their positive experiences at this school, having had very great difficulties at school in the past. Pupils are supported by the regular half-termly reviews where they contribute their views and feelings, making targets to develop the way they will be working for the next half term. Discussion forms a large part of lessons for all age groups and pupils listen to each other well. Questions are always encouraged and answered honestly. One group of older pupils enjoyed a lively interchange whilst discussing issues relating to bullying, its manifestations and its impact. In an English class, primary pupils made very rapid progress in their use of descriptive language describing an animal without using its name for their classmates to guess using words such as 'extinct'. All pupils take part in weekly collective reflections and complete a weekly diary. Pupils' books are neatly presented and show good levels of development in writing skills.
- 3.8 Primary pupils extend their basic numeracy skills in activities at the farm, in woodland school activities and baking. In a Year 5 and 6 mathematics lesson, pupils demonstrated their competence as they added decimals accurately and explained their reasoning. They sustained concentration on the task through the support of the teacher and an older pupil who was mentoring them. Older pupils have a sound grasp of key mathematical concepts such as fractions, percentages and shape. Some are highly adept at mental calculations. Pupils make rapid progress in their understanding in relation to their performance on entry to the school. This is aided by individualised programmes of learning created by

the teachers, which simplify concepts for those who need support, or offer increased levels of challenge for the more able. For example, a lesson is supported by six lesson plans if six pupils are present. Older pupils apply their mathematical skills across the curriculum, for example in calculations in science. Groups of pupils worked to plan a business venture in their personal, social and health education (PSHE) lessons. They demonstrated good mathematics skills in costing stock and calculating overall expenditure for the project and some included this work as a submission in their BTEC module on entrepreneurship.

- 3.9 The school has recently invested in tablet computers for use in the classrooms but during the inspection little use of ICT by either pupils or staff was evident. Primary pupils said that they had used the tablets for individual research and were confident in their use. They stated that they enjoy using technology to play games as part of their reward time. Older pupils reported that they value opportunities to use the tablets to research information for private study, and those in Year 11 described successfully making a promotional video. Otherwise pupils have limited opportunities to develop ICT skills or to use on-line resources to support their learning.
- 3.10 Primary pupils who have previously struggled in formal classroom environments are able to use a good range of skills in activities, supported by caring and nurturing relationships from staff. Older pupils use outdoor resources with confidence to support their practical skills, and in the classroom, they use a range of information from digital and printed sources. In science pupils show skills of hypothesis, predicting the outcome of a science experiment. A range of skills were seen in the work scrutiny, such as good examples of individual research, use of number, varied writing tasks, and collaborative work. In one class, pupils were able to hypothesize about likely spellings for unfamiliar words. Their confidence to do this grew within the lesson, resulting in excellent progress. Pupils' ability to question and think through the consequences of an answer has been developed through the school's participation in the Functional Skills qualifications where questioning and listening skills are a key component of learning.
- 3.11 From the time they join the school, pupils successfully build a portfolio of recognised achievements. These include a very wide range of AQA awards such as on-line safety, art, and steering a narrow boat as well as The Duke of Edinburgh's Award Scheme (DofE) awards at bronze and silver levels. Primary pupils, supported by staff they trust, learn to manage their behaviour and engage in work in the classroom. They show palpable pride in attendance certificates and star of the week awards and their greatest achievement is that they transition back into mainstream schools at the end of Year 6. Most older pupils move on successfully to further education or work placements at the end of Year 11.
- 3.12 From very negative starting points, once pupils accept that the school is the right place for them, they develop highly positive attitudes and start to learn, particularly in the outdoor settings. They thrive in lessons which involve practical tasks. In classroom lessons where pupils are initially unwilling to engage, the skill and caring approach of teachers ensures that they participate. Some older pupils show extended focus both in working alone and for many, working in small groups. Pupils' willingness to complete their work was exemplified in the comment, 'I am not even going to look at the board for this bit. I am going to spell chronological on my own'.

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

- 3.13 The quality of pupils' personal development is good.
- 3.14 For many, previous experiences of school have been negative and for these pupils the non-critical highly supportive regime of the school enables them to develop their self-knowledge, self-esteem, self-confidence, self-discipline and resilience. They also acquire an understanding of how to improve their own learning and performance, so that they are well prepared for the next stage of their lives. Pupils give a very clear picture of how the individual support of staff, individual timetables, very small group lessons and, for many, lessons outdoors, have enabled them to come to terms with being in school and start learning. They understand the triggers that divert their attention away from work,

which has helped them to improve their attainment. The primary pupils demonstrate a growing self-confidence. They recognise when they need to leave the room to calm down in a safe space and staff encourage them to manage their anger or emotions and then return to the room. Primary pupils reflect on their behaviour and can recognise the type of feedback which will be given in the daily phone call to parents and carers. They explained to inspectors that they are proud that all of the phone calls home this term have been positive. An older group of pupils showed very effective self-reflection on their work. They evaluated their overall performance and then their personal strengths, such as 'I think outside the box and offer to help' and weaknesses, 'I need to improve focus'. Some still lack general self-confidence but again, pupils describe how this is developing due to this particular school environment. Pupils' self-esteem is further developed through regular awards and certificates sent home. For example, there is an award for full attendance each week, which is a significant achievement.

- 3.15 The pupils who have attended the school for some time show an excellent capacity to make decisions, understanding that these decisions may affect their chances of success. For many, who have encountered difficulties in previous settings, the decision to attend the school at all is a major milestone. Pupils explained that they are encouraged to attend regularly and this continuity enables them to connect with their learning and development. Data from the school shows that many pupils increase their school attendance from a very low starting point to full, and pupils say that this is due to the increased chance to speak to a teacher and fewer distractions compared to their previous settings. Pupils develop a good understanding of how to make positive decisions and appreciate that they are able to rectify any negative choices made using the school's restorative approach to behaviour management. As a result, they make apologies, have a meeting or write a letter. Pupils value the opportunities they have to exercise their pupil voice and some said that they would appreciate the opportunity to be more involved and to take on some positions of responsibility, both to gain experience and to help the running and development of the school.
- 3.16 Pupils' spiritual understanding is sound, developing through the weekly collective reflections, where they share their views and ideas, stimulated by the diverse themes and discussions taking place. Primary pupils enjoy spending time outdoors and they appreciate the calming effects of being with the animals at the farm. Older pupils show deep appreciation and even awe in their outdoor lessons and activities in the woodland, on the allotment or on the narrow boat. Pupils develop some understanding of other beliefs, for example asking about belief in God during a visit to a local church. On a recent visit to a local contemporary church, looking at different styles of worship, they asked moral questions about faith, showing a genuine interest. In a lesson exploring Christianity, pupils engaged in a lively debate about concepts such as what wearing a cross means, the possibility of immaculate conception, whether sex before marriage precludes one from being a Christian and whether people can truly forgive. This resulted in a very thorough philosophical exploration. In recent work in Arts Award portfolios, pupils had undertaken detailed independent research through visits to galleries and work on the internet, of artists such as Gaudi and Warhol and explored media such as stained-glass windows and mosaics. The work they produced showed a lively appreciation of the power of art and beauty.
- 3.17 Pupils gradually learn to take responsibility for their own behaviour; the leadership's strategy of employing restorative justice helping because pupils see that it is fair. With this positive and supportive approach, primary pupils develop an understanding of right and wrong. Pupils show respect for their school and for their teachers and this is a function of the developing bond between them all. Pupils reflected to inspectors that they feel calmer when attending school and attributed this to the caring attitude of the staff and the safety valves, such as time out. Pupils said that they understand that actions have consequences and expressed positivity that they are improving at linking these elements.
- 3.18 As pupils settle into school life, their social awareness and ability to work with others grow quickly. In lessons inspectors observed some pupils who had only been at the school for a short time. From being initially suspicious and silent, staff reported that they are now engaging in lessons, taking turns and making friends. Pupils reported that they are encouraged to mix and work together through activities

and trips. In an English lesson, for example, pupils worked highly effectively in pairs to place verbs and adverbs in the correct place in a table. Pupils work collaboratively in small groups during bushcraft lessons. They demonstrate good co-operative problem-solving skills to overcome difficulties. For example, Year 5 and 6 pupils worked together in science, creating circuits to investigate the various combinations of wires and work out which configurations created the brightest light. Pupils also benefit from the opportunities provided in their extended curriculum. In their BTEC Teamwork and Community award, older pupils worked effectively as a team to plan an awards evening for the school's end of year celebrations. Pupils who had been struggling socially summoned the confidence to make phone calls and sent follow-up emails to companies to secure a venue. A strength of pupils' social development is the capacity of older pupils to show concern and support for those younger or new to the school.

- 3.19 A number of pupils are involved in activities that benefit the local community, through volunteering in DofE. Pupils have worked on litter picking around Blackpool sea front, some work in local charity shops and others have helped with the gardening at local hotels and with planting flowers in Barnoldswick town centre. This voluntary litter picking included the primary pupils who were so enthused that they later spontaneously took on litter picking on a visit to the beach. Primary pupils described how they enjoy older pupils making lunch for them and coming into class to help them with their learning. Older pupils value their mentoring role, helping pupils settle into school. A senior pupil described with great pleasure and empathy becoming a mentor for a pupil with similar problems to those she had experienced herself. Pupils commented that they would like more opportunities in school to exercise responsibility and make a contribution to the life of the school.
- 3.20 Respect for diversity is a theme threaded through the curriculum in PSHE and included regularly in the collective reflections time for pupils of all ages. The PSHE work of the older pupils demonstrates their mature reflection on issues of equality and diversity, recognising the importance of treating everyone fairly and defining equality very clearly. The work included an interesting debate on the need to positively discriminate for the disabled, for example, in providing parking spaces close to shops. Pupils are very inclusive, they speak openly about sexuality and gender identity. Their understanding is effectively supported by the school's strong focus on LGBT+ equality. The use of *Word of the Week* focuses pupils on issues of respect and they state clearly that racist language is not used in school. A typical view expressed by pupils is 'We are all the same, just different shades on the outside'. Pupils extend their cultural understanding through a culture day each half-term, which is often based on their knowledge of popular music and international foods. Recently the focus was Greek culture and food. Pupils are introduced to British cultural events. As a result of attending the Blackpool cenotaph on Remembrance Day and observing the silence, pupils supported a sleep-out fundraising event for veterans.
- 3.21 Pupils of all ages have a good knowledge of staying safe and keeping healthy. They show a strong awareness of keeping safe online, the importance of a healthy diet and the effects of diet on body weight. They enjoy bringing food from the school's allotment to school for pupils to eat for lunch. They show a good knowledge of the importance of personal risk assessment when out and assert that they would report anything which made them uncomfortable. They respect the health and safety issues about the equipment they use in the allotment or on the farm. Older pupils show a mature understanding of the issues surrounding sexual health and contraception and the importance of consent in relationships. Pupils understand how to keep physically healthy, for example through twice weekly sports lessons at a variety of outdoor venues. Many pupils show resilience in their daily life, but all know that they can speak to members of staff if they are feeling anxious or under pressure.

## 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 proprietor and held a telephone conversation with an advisory governor, observed a sample of the off-site activities in the outdoor learning area and the narrow boat that occurred during the inspection period. Inspectors visited the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Gwen Caddock	Reporting inspector
Mr Robert Lilley	Accompanying inspector
Mr Simon Malkin	Compliance team inspector (Bursar, GSA and ISA school)
Mr Lee Thomas	Team inspector (Headmaster, SofH and ISA school)
Mrs Emma Patel	Team inspector (Deputy head and SENCO, IAPS school)