



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**The Beacon School**

**February 2022**

## Contents

<b>School's Details</b>	<b>3</b>
<b>1. Background Information</b>	<b>4</b>
About the school	4
What the school seeks to do	4
About the pupils	4
<b>2. Regulatory Compliance Inspection</b>	<b>5</b>
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
<b>3. Educational Quality Inspection</b>	<b>8</b>
Preface	8
Key findings	8
Recommendation	8
The quality of the pupils' academic and other achievements	8
The quality of the pupils' personal development	10
<b>4. Inspection Evidence</b>	<b>13</b>

## School's Details

<b>School</b>	The Beacon School			
<b>DfE number</b>	825/6029			
<b>Registered charity number</b>	309911			
<b>Address</b>	The Beacon School Amersham Road Chesham Bois Amersham Buckinghamshire HP6 5PF			
<b>Telephone number</b>	01494 433654			
<b>Email address</b>	office@beaconschool.co.uk			
<b>Headteacher</b>	Mr William Phelps			
<b>Chair of governors</b>	Mr Charles Miller			
<b>Age range</b>	3 to 13			
<b>Number of pupils on roll</b>	528			
	<b>EYFS</b>	52	<b>Pre-prep</b>	96
	<b>Prep</b>	380		
<b>Inspection dates</b>	15 to 18 February 2022			

## 1. Background Information

### About the school

- 1.1 The Beacon School is an independent day preparatory school. It is registered as a single sex school for male pupils. Founded in 1933, the school is set in the village of Chesham Bois on the outskirts of Amersham. The school became an educational trust in 1972 and is overseen by a governing body. Since the school's previous inspection, the school has opened a Nursery and covered the open-air swimming pool.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers.
- 1.3 During this period of closure the school provided live online teaching and remote learning materials for all pupils.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.8 The school aims to encourage pupils to behave with honesty and demonstrate strong moral principles and to show respect, care, empathy and understanding for others and learn to place trust in others. The school strives to ensure pupils value intellectual, sporting and creative achievement. It aims to promote well-being, both physical and emotional and the aspiration and the courage to take risks.

### About the pupils

- 1.9 Pupils come from a range of backgrounds and nationalities mostly from families living within a 15-mile radius of the school. Nationally standardised data provided by the school indicate that the ability of pupils is above average compared to pupils taking the same tests nationally. No pupils in the school have an education, health and care plan. The school has identified sixty-five pupils with special educational needs and/or disabilities (SEND), of whom 43 receive additional support. Fifteen pupils have English as an additional language (EAL). They are taught in small groups and also supported by their classroom teachers. The needs of more able pupils, identified by the school, are met through the curriculum and extra-curricular provision.

## 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.

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 and relationships and sex education in the upper school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

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

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

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

### **PART 5 – Premises of and accommodation at schools**

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are

maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

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

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

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

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

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

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

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

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

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

### 3. Educational Quality Inspection

#### Preface

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

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

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

#### Key findings

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

- Pupils' attitudes to study are outstanding as they are willing and ready to engage and have a strong desire to succeed; this underpins their success.
- Pupils of all ages and abilities have excellent knowledge and skills across all areas of the curriculum.
- Pupils have well developed study skills for their ages and they can expertly hypothesise, analyse and synthesise a range of information.
- Pupils are excellent communicators. They are confident and articulate speakers, attentive listeners and highly literate for their ages.
- Pupils are highly numerate, confidently applying these skills across many areas of the curriculum.

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

- Pupils have excellent collaboration skills; they fully understand and utilise the benefits of working in teams.
- Pupils have high levels of self-understanding and self-confidence.
- Pupils' behaviour is excellent. They are polite, respectful, unselfish and develop very positive relationships with all in the community.
- Pupils are highly spiritually and philosophically aware.

#### Recommendation

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

- Encourage pupils to fully embrace the workplace skills they will need in a modern society by developing more opportunities for all to make contributions to their school community.

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

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

3.5 Pupils of all ages and abilities have outstanding attitudes to learning. In almost all lessons observed, all pupils were fully engaged with prolonged focus and clear enjoyment. EYFS children share equipment, excitedly and accurately follow recipes and are proud when they succeed in making dinosaur biscuits. In music, pupils' determination to succeed as a recorder ensemble, ensured they listened carefully to suggestions for improvement. They performed with increased breath control and



accuracy. Older able pupils demonstrate exceptional attitudes to learning, responding positively to the challenge of presenting independently researched information to their peers for critique. Pupils' excellent attitudes are developed because of the opportunities they have, to work collaboratively, respond to tasks independently and use their own initiative. It is also because of a focus on the school's nine core learning skills, many of which give attention to successfully working with others and the importance of positive attitudes.

- 3.6 Pupils of all ages and abilities have excellent knowledge and skills across all areas of the curriculum. The school meets its aim to strive to ensure pupils value intellectual, sporting and creative achievement. EYFS children demonstrate excellent understanding of the world around them, correctly identifying land and water on a floor map of Europe. Younger pupils demonstrate their excellent creative skills, skilfully interpreting the work of the artist Jim Dine, carefully using line and shading to create texture, in drawings of everyday objects. Older pupils have excellent understanding of the design and make process. They demonstrate high levels of skill when using specialist equipment to cut and shape plastic or wood. Pupils demonstrate both their excellent recall of historical facts and their high level of understanding of the techniques fundamental to persuasive writing, such as using both emotional and authoritative voice. They planned a letter to Henry VIII persuading him of the virtues of one of his wives. Older pupils accurately explained Hooke's law, when describing how they combined science investigation and mathematical skills to explore the properties of springs. Pupils showed excellent levels of fitness and understanding of different techniques when playing basketball. Pupils displayed excellent knowledge for their age of the themes evident in *'Macbeth'*, skilfully linking events in the play to evidence the themes of ambition, loyalty, guilt and the supernatural. Pupils' outstanding understanding and application of skills are enabled by access to specialist facilities and equipment and their teachers' high levels of knowledge. The overwhelming majority of pupils felt that their skills and knowledge improve in most lessons. In discussion pupils explained how they felt they made progress because of the school marking systems, to which they have to respond; the inspection agreed with this assessment. High levels of attainment across all areas are facilitated by governance and leadership which actively monitors trends of attainment from school assessment data, setting high standards and expectations.
- 3.7 By the time pupils leave the school, all have made good and often rapid progress relative to their starting points. This was confirmed by observations of pupils' work in books and in lessons and by analysis of the school's own assessment data. Pupils' attainment in standardised tests is well above the average for pupils taking the same test nationally. A small number of parents, whose children have SEND, who responded to the questionnaire felt their children's educational needs were not being met. Inspection evidence did not support this view and found pupils with SEND make rapid progress in line with their peers. This is because of the effective individual support that they receive. Pupils are academically well prepared for entry to their future schools with most gaining places at local grammar and independent schools with competitive entrance criteria.
- 3.8 Pupils have outstanding study skills for their age. Almost all parents who responded to the questionnaire felt the school equips their children with the teamwork, collaborative and research skills they need in later life. Younger pupils hypothesise that paper structures can be made strong by using layers or cylinders. Pre-prep pupils discussed life in the South Pole confidently and eloquently, hypothesising about why they would have to take the means to create a fire with them, rather than fire itself. Younger prep pupils synthesise information from prior learning on the properties of magnets, to make a game. Most able older pupils have exceptional abilities to analyse and synthesise a huge variety of facts and figures, from a wide variety of different types of sources. They use this information effectively to present informed hypotheses. For example, pupils interpreted graphs of population pyramids and statistical data on gross domestic product to justify their resulting opinions. Thoughtful and deeply analytical responses from peers, further challenged the thinking of the group. This led to exceptional understanding of the impact of different factors on the economic development of countries. Pupils' abilities to hypothesise and synthesise information so effectively are a result of

well-planned and paced lessons which encourage these skills, and the excellent attitudes pupils have in wanting to learn and be challenged by learning.

- 3.9 Pupils have excellent communication skills. EYFS children confidently blend sounds to read simple words. The most able are writing sentences accurately, with full stops and capital letters. They also make ambitious adjective choices, for example, to describe fish in a story as colourful or elegant. Older pupils speak articulately with flair and mature vocabulary for their age, when explaining their views or opinions. They have an excellent knowledge of subject specific vocabulary, such as that needed for science and mathematics. Pupils write with accuracy and sophisticated grammatical understanding. They know the requirements for writing in many different genres. Pupils accurately interpret the nuances of authors' intent in literature. They reflect on the specific vocabulary used to describe characters in *'Of Mice and Men'* and accurately select appropriate passages from texts such as Shakespeare to justify their own opinions. Older pupils demonstrate excellent knowledge of the foundations of forming Spanish tenses and use pronouns, auxiliary verbs, and infinitives effectively. Pupils show a good knowledge of prior Latin vocabulary, and most pupils were able to make good progress when translating from Latin into English. Pupils demonstrate excellent communication skills because of the high expectations of staff for achievement by all, and because of the school's focus on the importance of developing reading, literacy and language skills.
- 3.10 Pupils are highly numerate. EYFS children have an excellent understanding of numbers to ten with the more able confidently using numbers within ten to complete simple addition sums. They all understand how materials can be measured using electronic scales. Older pupils accurately explain how they choose appropriate strategies to mentally calculate sums using numbers in thousands. The most able pupils are working far above the expected level, understanding concepts used in calculating the surface of complex shapes. Pupils' excellent mathematical abilities are encouraged because of the carefully planned work by teaching staff, which allows all to make rapid progress and the many opportunities pupils of all ages have to apply their knowledge and skills in a wide variety of different contexts, including after school clubs. For example, calculating the correct measurements and ratios for ingredients when cooking, measuring accurately when preparing to cut a variety of materials in design technology or using Venn diagrams in English to compare characters from *Romeo and Juliet*.
- 3.11 Pupils have excellent information and communication technology (ICT) skills. EYFS children can use basic programming skills effectively to give instructions to movable toys. They use a variety of tablet applications to support learning and enjoy using digital cameras to take pictures and record their work. Older pupils can program computers to control images on different backgrounds when making computer games. They are extremely efficient users of the internet for research and can display this information using various presentation applications and competent word processing skills. They effectively apply these skills to studies across the curriculum, for example when creating a presentation about a recipient of the Victoria Cross in history. Pupils use formulae in spreadsheets to complete simple mathematical operations. They use design programs to map objects and print from a 3D printer. Pupils understand how to make their own websites. Pupils naturally use their ICT skills as a tool for learning, receiving and submitting marked work, collecting assignments and interacting with resources provided by staff to support tasks.
- 3.12 Pupils achieve high levels of individual and group success in a wide variety of disciplines. Linguists are successful in local and national writing competitions and very able older linguists achieve a qualification accredited by the French government. A number of scientists and mathematicians successfully participate in local competitions. Many pupils achieve high levels of success in their graded music exams, with a few pupils in 2021 achieving scholarships and exhibitions. A few pupils also achieved scholarships in dramatic and creative arts in 2021. Sporting achievements for teams have been curtailed in recent years because of the pandemic but there have been a number of individual successes with pupils playing at county level in tennis, cricket and golf and in local football teams. In 2021 a number of cross-country teams had success in local competitions. The Beacon Voices (the Senior Choir) have given international concerts in New York and Venice.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils have excellent social skills, they work extremely effectively with others. The vast majority of parents who responded to the questionnaire felt that the school helps their child to develop strong teamwork and social skills. EYFS pupils take turns when carefully sharing toys, and activities. Pupils showed high levels of collaboration in many lessons, sharing and listening to each other's ideas and suggestions and coming to agreed conclusions, for example when creating a television advertisement for a product which they had devised themselves. Pupils cooperate with high degrees of success enabling all to solve complex arithmetic problems. Pupils' excellent social skills are developed through the very many opportunities they are given to work collaboratively in lessons, activities and house competitions.
- 3.15 Pupils demonstrate high levels of personal morality meeting one of the school's aims to encourage pupils to behave with honesty and strong moral principles. All pupils who responded to the questionnaire said the school expects them to behave well. Pupils' behaviour in lessons and around school is excellent. Pupils make natural demonstrations of good-manners and respect for those around them, including those with particular needs. The youngest children quietly remind their friends that it is important to wash hands or not to run. Pupils recognise the importance of taking responsibility for their own behaviour, demonstrating a thorough awareness of how the rewards and sanctions system supports them in making good choices. A small number of pupils felt that others were not always respectful, but this was largely explained by pupils contextually as minor disagreements about the current fascination with card games. Pupils felt that their peers were quick to apologise, acknowledge personal mistakes and exemplify the headmaster's oft quoted motto, 'Be kind, be kind, be kind.' Pupils are quick to recognise others in the community for random acts of kindness and wear their 'Beacon Flame' badges with pride, when nominated.
- 3.16 Pupils have excellent self-knowledge, self-confidence, and self-belief. The youngest pupils confidently explain to visiting adults how they find places on a map by reading the names of countries, secure in knowledge that they have this skill. Pupils of all ages demonstrate high levels of self-discipline. They confidently justify decisions, choices or explanations, secure that they and their ideas are valued. The oldest pupils are highly self-reflective and are able to self-edit and improve their work because of the supportive comments from peers and teachers.
- 3.17 Pupils have excellent understanding of how to stay safe not only in the digital world but also in reality. They are able to give many examples of how they are taught to work safely online. Almost all parents who responded to the questionnaire felt the school encourages their children to adopt a healthy lifestyle. Pupils are very physically fit and active because of the many opportunities to participate in a variety of sports and the high profile of sport for all, in the curriculum and extracurricular activities. Older pupils have strong swimming skills but also an excellent understanding of the importance of water safety, because lifesaving skills are taught as part of the swimming programme. Pupils have an excellent understanding of the importance of both physical and mental well-being. Pupils understand when it is appropriate to ask for time out if they need a breathing space. In discussions pupils spoke about how they value the focus on well-being in the school, with regular surveys to check on mental health and happiness. Pupils have a very clear understanding of the many and varied avenues for getting support should they feel unhappy and are demonstrably prepared to seek advice when and if they feel they need it.
- 3.18 Pupils' spiritual understanding is excellent. Pupils reflect on the beauty of the universe and all it beholds. This is because the school values the outdoors and promotes it as being more valuable than man-made distractions. Younger pupils say they are really given time to 'think', take time out and reflect on life and learning, through mindfulness activities at lunch time or in tutor time. They spoke about reflecting on the concept of karma. Older pupils reflect on deeply philosophical and ethical conundrums, such as 'Is God real?' The pupils demonstrated an outstanding appreciation of the

importance of spiritual understanding when discussing, estimating and then calculating the surface area of the sun. It led to discussions around topics such as, 'Was the creation of the universe merely natural, or was there a greater force applying what we have now proved to be sound mathematical systems and theories?' Pupils reflected on how and when science and mathematics overlap with nature. Pupils are encouraged and taught to think outside the box as many such questions are posed in lessons. Pupils are deeply appreciative of the opportunities for spiritual reflection given through the school's bespoke programme of self and society, where they consider the many different faiths and philosophical teachings of the world.

- 3.19 Pupils show high levels of respect for and appreciation of a wide variety of cultures. The youngest children role play, acting out scenes using buggies and prams being naturally inclusive. In discussion older pupils explained that they believe all have the right to be treated in the same way, and recognised that everybody has the right to be themselves. Older pupils value the extra insight they are given into the cultures of their own diverse community. Families share their cultural heritages or pupils themselves give presentations and promote the values and traditions from their own backgrounds, during lessons or assemblies. Pupils have empathy and tolerance for those from different backgrounds as from an early age they are exposed to a wide variety of languages as part of their international studies, where they learn about traditional stories from places such as Scandinavia. They show a high level of awareness of the importance of being open minded and understand how much value can be added to their own lives through a broad appreciation of different traditions.
- 3.20 Pupils make excellent contributions to the wider regional, national, and international society. They raise significant sums of money for a wide variety of charities sometimes through self-initiated pupil-led activities, such as the organisation of a second-hand shop or through individual class initiatives for fund raising, including setting up board game stalls at the school fair. Pupils contribute effectively to their own community, when they have the opportunity, such as when taking a leading part in the corporate act of remembrance. Older pupils act as reading mentors or fulfil roles of responsibility such as head boy, head of house or head chorister, but there are a limited number of these roles. Some pupils display their community responsibilities by running their own break time clubs and have successfully initiated the organisation of their own basketball team for those with a particular interest. All contribute to the lives of others through the school house system. Some make suggestions for school improvement through the actions of the school council and the eco committee, which have encouraged initiatives in recycling.
- 3.21 Pupils have a clear understanding that the decisions they make are fundamental to their success. They are very ready to make difficult choices in giving extra time, practice, and increased effort to achieve aspirational goals for entry to their future schools. EYFS children are excellent decision makers as they quickly self-select activities on offer, even when they are challenging for them as individuals. Children improved their reading skills because they chose to play in the pizza parlour designing different menus. This is because the staff make choices exciting, and activities reflect the interests of the children. Older pupils make informed choices to ask to sit with groups where their efforts will be maximised and not always with their friends. Pupils feel they are well supported by tutors when making important decisions about life beyond The Beacon. Pupils are willing to make choices which take their work well beyond the required limits for the planned task, because they have outstanding attitudes to learning and high levels of self-confidence.

## 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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. 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 Vivien Sergeant	Reporting inspector
Mrs Virginia Jackson	Compliance team inspector (former deputy head, IAPS school)
Mr David Sibson	Team inspector (retired Head, IAPS school)
Mr David Pafford	Team inspector (pastoral deputy head, IAPS school)