

# School inspection report

20 to 22 January 2026

## **Ackworth School**

Pontefract Road

Ackworth

Pontefract

WF7 7LT

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

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## Summary of inspection findings

1. Leaders create a culture of continuous improvement and have established clear priorities for the ongoing development of the school. This focuses on ensuring that the wellbeing of each pupil is actively promoted and the school's Quaker values are central to the daily lives of pupils and staff.
2. Leaders place a high value on the views of pupils, who appreciate the importance placed on their opinions and ideas. The consideration of pupils' views plays an important part in the ongoing process of reviewing all aspects of school life.
3. Pupils grow in self-confidence and self-esteem in an environment characterised by mutual respect and inclusivity. Leaders create many opportunities for pupils to support others, both within the school and in the wider community.
4. Governors maintain effective oversight in ensuring that leaders have the relevant knowledge and skills to fulfil their responsibilities. They monitor the implementation of the school's development plans and policies closely, through termly reports from leaders, frequent visits and ongoing dialogue with school staff.
5. The curriculum is age-appropriate and regularly reviewed by leaders. Leaders monitor pupils' progress and ensure that, when required, suitable support is put in place for individual pupils. Most of the teaching is well planned and both supports and challenges pupils appropriately. However, some teaching does not extend pupils' thinking or allow them to develop their own ideas. When this occurs, pupils' progress is not promoted as effectively as it could be.
6. The school's comprehensive supportive and individual provision through its dedicated Autism Resource centre, and in the school generally, enables pupils who have special educational needs and/or disabilities (SEND) to access the curriculum and make good progress in their learning.
7. Effective individual support and teaching allow pupils who speak English as an additional language (EAL) to achieve well.
8. The early years setting is a happy and secure learning environment. The curriculum supports the needs and interests of the children, enabling them to make good progress from their starting points. Their social skills and self-awareness develop rapidly through different learning activities in the classroom and in the outdoor woodland area.
9. Leaders establish a comprehensive system of pastoral care that develops the emotional wellbeing of pupils consistently. The pastoral, safeguarding and specialist staff from the wellbeing centre collaborate highly effectively. They put in place appropriate individual support for pupils and ensure that the school's curriculum provision enables pupils to learn about how to enhance their own wellbeing.
10. Leaders in boarding promote a culture of collaboration, sharing and mutual support within the boarding house. This has a positive effect on boarders' self-esteem and confidence.
11. Safeguarding procedures are implemented robustly. Staff have a clear understanding that safeguarding is everyone's responsibility. Appropriate training is provided for staff, including a rigorous induction programme, so that they fulfil their responsibilities effectively. Safer recruitment

procedures are followed meticulously to ensure the suitability of all employees and volunteers, including those who work in the early years and live in the boarding community.

## The extent to which the school meets the Standards

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

### Recommended next steps

Leaders should:

- ensure that all teaching consistently challenges pupils to extend their thinking and deepen their understanding, so that they enhance their rate of progress.

## Section 1: Leadership and management, and governance

12. Leaders have a deep understanding of their responsibility to ensure that the school enhances the wellbeing of pupils. Leaders are highly visible and consistently promote the school's Quaker values in their actions. They consistently demonstrate the skills and knowledge to fulfil their responsibilities effectively.
13. Governors maintain effective oversight of the work of school leaders. They have an open and honest relationship with leaders, which enables them to challenge and support leaders appropriately. Governors scrutinise all areas of the school's operation, including through termly reports and frequent visits to observe the school in action. Governors work diligently to ensure that school leaders are effective in ensuring that the Standards are consistently met.
14. Leaders have a clear vision for the ongoing development of the school, which is communicated through a well-structured strategic plan. Leaders' planning is informed by a reflective and collaborative approach to self-evaluation. Senior leaders frequently seek and listen to the views of pupils, staff and parents. This enables them to fully understand the impact, including any unintended consequences, of their decisions. The school's development plans are reviewed on a termly basis, measuring progress against defined targets, such as the improvements in staff training and the introduction of the new 'BRIDGE' provision which provides additional specialist support for pupils who have SEND.
15. Leaders are highly effective in maintaining a school community that promotes equality and respect in line with the school's values. Staff and pupils demonstrate inclusivity in their actions. Pupils know the importance of treating others equally. This is typified by the integration of pupils from the school's Autism Resource centre into lessons and activities. Leaders have put in place a suitable accessibility plan. The school fulfils its responsibilities under the Equality Act 2010.
16. Leaders have a clear understanding of how to mitigate against any potential harm to pupils' wellbeing. Risk management is an important aspect of the school's future planning. All aspects of the plan are incorporated into the school's detailed risk register, which identifies current and potential contextual risks. Leaders and governors review this register on a termly basis. Staff are well trained and produce suitable risk assessments that identify and manage potential risks to pupils, including school trips, boarding accommodation, activities, different areas of the campus and individual pupils' welfare.
17. The leadership of boarding is well organised, with effective oversight of the implementation of school policies. Boarding leaders have a detailed understanding of the needs of individual boarders. They liaise with pastoral and wellbeing staff to ensure the welfare needs of each boarder are supported. The inclusive boarding community enables boarders' self-confidence to develop rapidly after their arrival at the school.
18. In the early years, leaders are well qualified for their roles. Staff in the early years are supported through regular dialogue about their professional practice and training needs. The school's safeguarding, health and safety, supervision, first aid and risk assessment policies are implemented effectively in the early years setting to promote the wellbeing of children. Leaders establish a child-centred learning environment that effectively supports all areas of learning for the children in a safe and happy environment.

19. Leaders communicate effectively with a range of external agencies, such as various safeguarding partners. Leaders consult and work appropriately with several local authorities, including about the financial arrangements relating to pupils who have an education, health and care plan (EHC plan). Leaders also ensure that they inform the local authority of any pupils who arrive or leave the school at non-standard transition points, or when there are concerns about pupils' absence.
20. Leaders and staff work closely with parents to follow up and resolve any concerns they may have. The complaints policy is available on the school's website and outlines the stages and timescales of actions implemented by leaders in the case of any complaint. The school maintains a record of complaints and any actions taken as a result.
21. The school regularly provides parents with reports on the progress of their child throughout the academic year. All other required information, such as policies and school contact details, is provided on the school's website or otherwise made available to parents and other agencies.

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

**22. All the relevant Standards are met.**

## Section 2: Quality of education, training and recreation

23. The curriculum is well planned and regularly reviewed by leaders to ensure that it meets the needs of pupils. Based on the national curriculum, leaders ensure that the age-appropriate curriculum consistently enables pupils to expand their knowledge of increasingly complex ideas. As a result, pupils develop their skills in the key areas of linguistic development, mathematical and scientific understanding and their effective use of technology. Recent curriculum developments have introduced outdoor learning for younger senior school pupils, which enables them to develop further the range of practical skills they learned in the junior school. Pupils transfer skills and knowledge from one subject area to another with confidence. For instance, younger pupils use their literacy skills effectively when writing about the life cycle of a sea turtle.
24. Leaders in the early years provide opportunities for children to learn, play and explore the world around them. The well-planned curriculum enables children to develop their spatial awareness, agility and fine motor skills both in the outdoor space and the extended woodland nearby. Children are helped to express themselves confidently using a range of age-appropriate vocabulary. Their language skills are further enriched by learning British Sign Language (BSL), which gives them an understanding of the importance of inclusivity. Children make good progress from their starting points and are well prepared for the next stage of their education.
25. There is a suitable framework for assessment in place. Leaders use assessment data to evaluate pupils' progress from their starting points and to identify pupils who need additional support. Subject leaders use this information to implement action plans and structured feedback to support pupils' learning and improve their rate of progress. Individual support for pupils has a positive effect on their motivation and self-confidence. As a result, pupils make good progress over time and typically achieve well in public examinations.
26. The school identifies the learning and developmental requirements of pupils who have SEND effectively. The school's Autism Resource centre and 'BRIDGE' provision are highly effective in supporting pupils with a range of complex needs, enabling many of them to access the curriculum. In the classroom, teachers use a range of strategies to support pupils, such as appropriate questioning and structured worksheets. Appropriate additional one-to-one support in lessons is provided by specialist teaching assistants and this is further supplemented by support outside lessons, when required. Consequently, pupils who have SEND learn well alongside their peers.
27. Pupils who speak EAL are given specialist support to enable them to develop their use of English and to understand the technical language that is required at GCSE and A level. As well as in-class support, pupils receive additional focused lessons with specialist teachers. Pupils who speak EAL are supported to ensure that they are prepared effectively for university English language assessments. As a result, pupils who speak EAL make good progress with their spoken and written English over time.
28. Leaders maintain oversight of teaching throughout the school. They regularly conduct tours of lessons, review pupils' work and talk to them about their learning. This informs plans for professional development, with the focus increasingly on how to further support pupils' learning and extend their understanding and knowledge. Leaders provide teachers with ongoing support, with the aim of developing their teaching strategies to enable pupils to make good progress.

29. Teachers are knowledgeable and enthusiastic about the subjects they teach. The most effective teachers use their knowledge of pupils' individual needs to plan lessons that both support and extend their understanding, skills and knowledge. They use extended questioning to prompt pupils to think critically and challenge them to apply their prior understanding to new situations. However, in some lessons, there is inconsistency in the level of academic challenge and this limits pupils' ability to think for themselves and deepen their understanding.
30. In the boarding environment, tutors work closely with teachers and boarding leaders so that effective academic support is in place for each boarder. Boarders work effectively, both independently and collaboratively, during boarding time. This has a positive effect on boarders' progress and on relevant skills such as managing time carefully. All boarders take part in the wide-ranging co-curricular programme during the week. At weekends, boarders take part in school activities and trips, and visit local towns. They socialise often by cooking shared meals and spend time with their friends. This has a positive effect on their social understanding and self-confidence.
31. An extensive programme of co-curricular activities complements the academic curriculum. A wide range of clubs, societies, sport, music and drama are well integrated into the school day and challenge pupils to develop their learning in different directions. Participation in The Duke of Edinburgh's Award scheme (DofE) enables pupils to develop their resilience and teamwork skills.

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

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

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

33. Leaders have embedded a well-structured pastoral support system that is highly effective in promoting pupils' emotional wellbeing. Tutors, and class teachers in the junior school, have a deep knowledge of their pupils' needs and know how to support them. Tutors meet with pupils every day and hold extended tutorials with them regularly. Tutors work effectively with leaders and the wellbeing team to identify and support potentially vulnerable pupils who have specific welfare needs. When needed, the health and wellbeing centre provides pupils with a quiet space in which they can receive support and advice. Leaders have ensured that, across the curriculum, including the weekly tutorial programme, there are frequent opportunities for pupils to learn about strategies for supporting their own mental health, such as mindfulness.
34. The school has an extensive age-appropriate programme for personal, social, health and economic education (PSHE), which incorporates relationships and sex education (RSE). Teachers are trained to deliver PSHE effectively through open discussions. They deliver well-planned lessons and help pupils to explore and consider how they would approach different real-life scenarios. This enables pupils to learn, for instance, about the nature of different types of healthy relationships, consent and the risks associated with social media. Pupils regularly provide feedback on their learning in PSHE, and this is used by leaders to adapt the curriculum to the changing needs of pupils and global issues.
35. The school community comes together and meets regularly for a Quaker silent meeting. This allows pupils to experience a time of stillness and reflection. This enables them to contemplate their own spirituality which, at other times of the day, they talk about openly to their peers. Pupils learn about respect for different faiths in religious studies (RS) and assemblies. As well as learning about world religions, pupils have regular opportunities to listen to their peers talking about their faith, such as during the period of Ramadan, when the Meeting House is used as a prayer room.
36. Pupils' moral understanding matures as they move through the school. Leaders have ensured that the curriculum, particularly the PSHE programme, challenges pupils to apply the Quaker values, notably equality and truth, to moral dilemmas in their own lives and the wider world. Discussions on subjects such as the morality of war have a positive effect on pupils' personal moral development.
37. The school's physical education (PE) programme is effective in supporting pupils' physical health and mental wellbeing. Younger pupils are introduced to many different sports, including swimming, which enables them to develop a range of physical skills. As pupils move through the senior school, they experience a range of team sports and individual activities such as yoga. The school's football academy is highly effective in developing players who aspire to become professionals. The PE curriculum is constantly adapted to meet the physical needs of individual pupils. Consequently, pupils understand the importance of maintaining their physical health and the positive effect it has on their overall mental health and wellbeing.
38. Leaders in the early years establish a calm setting in which positive relationships and kindness between children is highly visible. Children flourish in a nurturing environment where they are valued as an individual. Children are supported to become more self-aware and learn how to develop friendships and collaborate with other children. As a result, children behave well in the early years setting and grow up respecting their peers.

39. The boarding house provides an inclusive and friendly environment. Well-trained staff help boarders to maintain a healthy balance of work and leisure and ensure that their welfare is supported consistently and effectively. The privacy of boarders is respected in well-maintained houses that provide suitable accommodation. Older pupils take on roles as boarding officers. They guide and support younger pupils effectively.
40. Leaders implement clear and appropriate policies for behaviour and anti-bullying. Leaders and pastoral staff respond swiftly to any concerns or allegations. Records of behaviour and any bullying incidents that occur are suitably detailed and are constantly reviewed by leaders to identify patterns. This enables the school to take a proactive approach to issues such as adapting the PSHE and assembly programmes. The safeguarding and pastoral teams work together to ensure that pupils' individual needs are appropriately supported when incidents occur. In the junior school, pupil mediators help resolve disagreements before they are escalated. Across the school, sanctions are focused on learning lessons and making amends, which reflect a supportive and positive culture.
41. Health and safety policies and procedures are comprehensive and implemented effectively, including practices that relate to promoting fire safety. Record-keeping is rigorous and leaders ensure that the school's systems are regularly audited by external consultants. The school site is secure and well maintained to provide a suitable environment in which pupils can learn, play and socialise. First aid provision is appropriate and effective. Staff from the well-equipped medical centre maintain meticulous pupil health records. Appropriate medical care is provided to boarders, when required.
42. Pupils are supervised effectively, both inside and outside the school buildings. An appropriate number of experienced staff supervise boarders during the evenings and overnight. Detailed staff supervision rotas are implemented well, so that staff are always on hand to provide pupils with support if required. Suitable staff-to-child ratios are always maintained in the early years.
43. The school's attendance and admission registers are accurately maintained in line with current statutory guidance. Leaders monitor attendance records effectively and put in place suitable support for any pupils who do not achieve high rates of attendance.

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

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

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

45. Leaders comprehensively embed the school's Quaker values into the life of the community. The values of equality and community are consistently seen in the high levels of mutual respect demonstrated by pupils and staff. In the junior school, pupils quickly develop an understanding of the importance of listening to others who may have different perspectives to their own. Leaders encourage pupils to express their ideas on how to improve learning opportunities for all pupils in relation to gender, race, sexuality and disability. This was illustrated recently when pupils took the lead in inviting local community leaders to participate in the school's programme of events to mark Black History Month. As members of one of the school's mixed-age houses, pupils are taught about the importance of respect, collaboration and care for each other. Older pupils, trained as equality ambassadors, support pupils who may be struggling with their own individuality. Pupils are consistently proactive in standing against prejudice and discriminatory behaviour.
46. The school recognises the diversity of its community and ensures that the rich cultural backgrounds of pupils and staff are shared and celebrated. Pupils gain an understanding of different cultural and social perspectives of the world through assemblies, specific culture days and lessons in subjects such as PSHE and geography. This is illustrated by pupils studying the book *Africa is not a Country*, which effectively enhances their understanding of the diverse cultures spread across one continent.
47. Pupils are well prepared for life in modern British society. Fundamental values such as equality, democracy and the rule of law are interwoven into the school curriculum. Pupils learn about the rule of law through their understanding of how to behave appropriately and they demonstrate a clear understanding of their own code of conduct. Pupils gain an understanding of the principles of democracy and the importance of representing the views of others fairly through the effective work of the junior and senior school councils. As part of the PSHE programme, pupils gain an understanding of the difference between national and local government. Pupils' participation in activities such as the 'World Peace Game' further enhances their understanding of global political issues.
48. The school develops pupils' economic wellbeing effectively. In the PSHE programme, pupils are taught how to apply numeracy skills to develop their financial literacy. Starting from the junior school, where, for example, they learn about interest on savings, pupils increase their understanding of how to manage money as they mature. They rapidly increase their knowledge of a range of concepts such as salary, tax, credit and financial risk-taking. Pupils in Year 8 acquire a secure financial understanding through learning about how to set up their own business. Pupils in the sixth form learn how to apply for a student loan and to budget effectively, in preparation for leading independent lives after they leave school.
49. Teachers in the early years implement a well-planned programme of activities that helps children in the early years to develop socially. They increasingly develop an understanding of the feelings of others and learn how to collaborate and resolve differences through mutual respect. Children begin to understand the importance of rules, democracy and turn-taking through actions such as voting for their preferred storybook for the day.
50. The importance of volunteering and serving others is a cornerstone of the school community. Pupils in the junior school are given leadership training, to support others through working as peer

mediators or members of the junior council. Pupils also take part in the Archbishop's Young Leaders Award, which includes undertaking voluntary work in the local community. Older school pupils carry out a range of voluntary activities as part of the DofE scheme, such as mentoring younger pupils. Pupils who are part of the school's football academy help to coach pupils in the junior school. Pupils raise money for local and national charities, often through pupil-led initiatives, such as setting up a recycling scheme for electrical goods. As a result of these opportunities, pupils develop a growing social awareness and sense of social responsibility as they mature.

51. Boarding leaders fully embrace the cultural diversity within the boarding house and foster a highly collaborative community in which boarders enjoy working together and socialising. Boarders have a high level of respect for their peers, which is demonstrated by their support for each other.
52. The school provides an age-appropriate programme of careers education, which is reviewed against national benchmarks. Using PSHE lessons, tutorial time, external talks and workshops, pupils learn about the skills needed for employment and gain an understanding of the consequences of their subject choices at GCSE and A level. Pupils complete work experience placements that are in line with their aptitudes, interests and aspirations. Pupils in the sixth form benefit from bespoke guidance in making decisions about post-18 courses or employment. Consequently, pupils gain places at universities, undertake professional apprenticeship schemes or enter employment. For instance, some members of the school's football academy achieve professional contracts.

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

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

## Safeguarding

54. Leaders have embedded a school culture in which the highest priority is to safeguard pupils. This robust culture is enhanced by the well-structured and highly visible safeguarding team. The school has a clear and appropriate safeguarding policy and procedures that are in line with current statutory guidance. Leaders ensure that the policy is implemented effectively in all parts of the school.
55. The school's safeguarding team is appropriately trained for its role in line with local procedures. The team ensures that staff are trained effectively and regularly in safeguarding practices, including through weekly bulletins and online quizzes to review their understanding. Leaders implement a well-planned induction programme for new staff, so that they are clear about the school's safeguarding arrangements.
56. Staff are confident in knowing how to identify, report and record safeguarding concerns about pupils. Staff understand the procedures for ensuring online safety. In the context of the school, staff also understand the potential risks to pupils from radicalisation and extremism.
57. Leaders have established clear procedures, in line with the protocols of their local safeguarding partners, to manage any allegations against adults in the school. They ensure that staff understand the code of conduct and the importance of reporting allegations, including low-level concerns, about adults working in the school.
58. Safeguarding leaders respond to concerns promptly and effectively, including through liaison with relevant external agencies when appropriate. They communicate frequently with the school's pastoral and wellbeing teams to consistently monitor and review the support in place for individual pupils. Safeguarding concerns are suitably recorded, showing actions taken and decisions made. Child protection records are maintained in line with statutory requirements.
59. Governors have a comprehensive oversight of safeguarding. They conduct a thorough annual review of the safeguarding policy. They monitor its implementation through detailed termly reports from safeguarding leaders. Governors' oversight of safeguarding is extended through frequent visits to the school to scrutinise records and meet with the safeguarding team.
60. Pupils are fully aware of the many trusted adults in whom they can confide and they are taught how to promote their own safety, including when online. Suitable and extensive internet filtering and monitoring systems are in place. The safeguarding team receives daily reports on any suspicious internet activity and responds quickly to any concerns about online activity.
61. Boarding leaders work closely with the safeguarding team to ensure that the welfare needs of boarders are met. In addition to adults in the wider school community, boarders know that they can talk confidentially to staff in their houses. If needed, they can also contact the school's independent listener.
62. In the early years, leaders ensure that appropriate safeguarding procedures are in place. Staff ensure that they are implemented effectively to mitigate risk and promote the wellbeing of the children. For example, children are well supervised during the day, including at mealtimes, and the entrance to the early years setting is securely managed.

63. The school carries out all required pre-employment checks in a timely manner for adults who work with pupils, including children in the early years. This includes family members who live in the school's residential accommodation. A suitable central record of appointments is in place and staff files include the information required by current statutory guidance.

### **The extent to which the school meets Standards relating to safeguarding**

**All the relevant Standards are met.**

## School details

<b>School</b>	Ackworth School
<b>Department for Education number</b>	384/6000
<b>Registered charity number</b>	529280
<b>Address</b>	Ackworth School Pontefract Road Ackworth Pontefract West Yorkshire WF7 7LT
<b>Phone number</b>	01977 233600
<b>Email address</b>	reception@ackworthschool.com
<b>Website</b>	www.ackworthschool.com
<b>Proprietor</b>	Society of Friends
<b>Chair</b>	Ms Mary Hartshorne
<b>Headteacher</b>	Mr Martyn Beer
<b>Age range</b>	2 to 19
<b>Number of pupils</b>	430
<b>Number of boarding pupils</b>	66
<b>Date of previous inspection</b>	21 to 23 February 2023

## Information about the school

64. Ackworth School is an independent co-educational day and boarding school situated in Ackworth, West Yorkshire. The school is organised into nursery, junior and senior sections, a sixth form and an autism resource centre. These sections are all situated on a single site. The school is a charitable trust overseen by a board of governors, known as the school committee. The chair of governors, called the clerk, and the headteacher took up their posts in September and April 2024 respectively. The current headteacher of the junior school was appointed in September 2025.
65. Boarders are accommodated on the school site in one co-educational boarding house for pupils in Year 7 and above.
66. There are 45 children in the early years setting, comprising two Nursery and one Reception class.
67. The school has identified 115 pupils as having special educational needs and/or disabilities. Fifty-three pupils in the school have an education, health and care plan.
68. The school has identified 41 pupils who speak English as an additional language.
69. The school states its aims are to provide an exceptional, holistic and inclusive Quaker education, nurturing young people to flourish and therefore play their part in creating a better world. It seeks to develop pupils as part of a well-integrated and self-disciplined community, with an international dimension, underpinned by Quaker values. The school endeavours to help all pupils progress at a pace appropriate to their age, aptitude, interests and ability so that they may leave well qualified and equipped to lead a full and responsible life in the wider world. In following the Quaker ethos, pupils are encouraged to grow in self-respect, consider others before self and look for the good in people, being honest and trustworthy at all times.

## Inspection details

### Inspection dates

20 to 22 January 2026

70. A team of five inspectors visited the school for two and a half days.

71. Inspection activities included:

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

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

**How are association independent schools in England inspected?**

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

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For more information, please visit [isi.net](http://isi.net)