

# School inspection report

30 September to 2 October 2025

## **Read School**

Drax

Selby

North Yorkshire

YO8 8NL

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. In line with the school's aims, leaders have established and maintain a supportive and welcoming school culture where individual pupils are respected and nurtured.
2. However, leaders do not ensure that processes for safer recruitment are secure. Not all recently appointed staff engaged in teaching work have been checked against the list of those prohibited from teaching. Governors and leaders do not ensure that the school obtains two references for all members of staff before they begin working at the school.
3. Leaders typically provide the required information to parents on the school's website. However, when the inspection commenced, no inspection reports except the most recent were available. Leaders rectified this before the end of the inspection.
4. The school provides a broad curriculum with a choice of pathways on offer, including vocational qualifications. Teachers across the range of subjects teach well-planned and engaging lessons that enable pupils to make good progress.
5. Staff identify the particular requirements of pupils who have special educational needs and/or disabilities (SEND) effectively. Leaders meet the needs of individual pupils who have SEND through the use of effective teaching strategies within lessons and additionally through support from specialist teaching, should this be required.
6. Leaders of boarding have built an inclusive community which sees boarders across the age range live together constructively and supportively. Boarding accommodation is comfortable and contains suitable facilities to meet pupils' needs.
7. Teaching in the early years is effective. Staff make productive use of a range of resources and teaching methods to enable children to make good progress from their starting points.
8. Lessons in the school's personal, social, health and economic education (PSHE) programme, entitled 'learning for life', develop pupils' understanding of how different characteristics make up an individual's identity effectively. The PSHE programme also develops pupils' understanding of the ways in which they can manage their emotions and the importance of mutual respect.
9. The school develops pupils' sense of social responsibility well. Leaders provide pupils with opportunities to make sustained contributions to the local community and charities through a range of activities.
10. Aspects of safeguarding other than safer recruitment are effective. Staff understand their safeguarding responsibilities and the safeguarding team responds appropriately in the event of a concern.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not 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 not met.

### Areas for action

The proprietor must ensure that persons with leadership and management responsibilities at the school:

- demonstrate good skills and knowledge appropriate to their role so that the independent school Standards are consistently met
- fulfil their responsibilities effectively, so that the independent school Standards are consistently met and
- actively promote the wellbeing of the pupils

so that:

- all staff engaged in teaching work are checked against the list of those prohibited from teaching before they start working at the school
- the school receives at least two references for all staff before they start work at the school.

### Recommended next steps

Leaders should:

- ensure that all previous inspection reports are made available on the school's website.

## Section 1: Leadership and management, and governance

11. Governors do not ensure that leaders always have the knowledge and skills to fulfil their safeguarding responsibilities with regard to safer recruitment processes.
12. The governors' committee structure supports governors in being well informed about the workings of the school. Governors visit the school and receive regular reports from leaders, whom they challenge appropriately about the effectiveness of their work, to ensure that pupils' academic and personal development are supported well.
13. Leaders of the early years provide children with a welcoming and stimulating setting. They support staff working with children through regular monitoring and provision of guidance that helps sustain effective teaching and pastoral care in the early years.
14. Leaders of boarding maintain a culture of support across all aspects of boarding to enable pupils to feel comfortable and secure. Leaders of boarding carefully adapt aspects of the provision, such as the organisation of accommodation and the range of activities on offer, to promote the wellbeing of individual pupils. Boarding staff are appropriately trained and there are effective links in place between boarding and academic staff.
15. Leaders ensure that the school's core values and key aims are promoted by staff and are well known to pupils and parents.
16. The school typically provides required information to parents, most of which is made available by way of its website. Parents receive regular and detailed reports about their child's progress and approach to learning, as well as targets set for their further progress. However, at the start of the inspection, only the report from the most recent inspection was available to parents. Leaders made other previous inspection reports available to parents before the end of the inspection.
17. Leaders work effectively with external agencies including several local authorities and the police. They provide the appropriate local authority with all required information relating to the use of funds for pupils who have an education, health and care plan (EHC plan).
18. Leaders undertake appropriate self-evaluation. They identify strategic targets and take actions designed to meet these and further the school's aims. Leaders conduct surveys of pupils, parents and staff to ensure that they are well informed about their perspectives.
19. Leaders ensure that effective assessment and mitigation of risk are in place for activities within school, for the site and for visits beyond school. Leaders have the skills to mitigate risks relating to the local situation. They ensure appropriate action is taken when a risk is identified. Staff are trained and prepared to respond to potential risks effectively. There are personalised risk assessments in place for pupils who have particular vulnerabilities or specific medical needs, including before pupils join any educational trips. Leaders review and update risk assessments appropriately and provide training for staff on how to write risk assessments .
20. A suitable complaints policy is in place. All complaints, including those settled informally, are recorded appropriately and the policy is implemented effectively following designated timelines.

21. The school fulfils its duty under the Equality Act 2010. A suitable accessibility plan is in place to ensure that the curriculum and premises are accessible to all. The school is efficient in making adjustments to accommodate physical disabilities, such as the installation of ramps and handrails to support the needs of those who have limited mobility.

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

22. Standards are not met consistently with respect to the safer recruitment of staff.

23. As a result, Standards relating to governance, leadership and management are not met.

**24. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

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

25. Leaders have designed a curriculum that is broad and balanced, offering both academic and vocational pathways. The curriculum is planned to revisit key skills appropriately as well as to enable pupils to expand their subject knowledge. Subject leaders work together to co-ordinate lessons on key topics, such as when pupils studying drama adopt the director's perspective on an English set text. In the junior school, lessons on key skills promote good progress in literacy and numeracy. Older pupils in the junior school have access to specialist teaching subjects, including languages and the creative arts, which provide an appropriate level of challenge. Leaders in the early years plan the curriculum in a way that is responsive to children's needs and which balances structured topics with individual interests, supporting children as they work effectively towards the early learning goals.
26. Leaders have ensured that the school's curriculum enables pupils to experience a range of subjects and activities appropriate to their age and level of prior attainment, offering subject qualifications ranging from functional skills to extension competitions for pupils with higher prior attainment. This guides pupils towards suitable options and encourages them to develop their self-confidence and self-esteem.
27. Pupils make good progress in English. Teachers model different uses of language, such as formal discourse, allowing pupils to be comfortable with these. Staff use and explain appropriate specialist vocabulary for literary study. Clear guidance given to individual pupils helps them to develop their reading and writing skills well.
28. Pupils make good progress in languages through an engaging variety of activities in lessons that are well planned and delivered by teachers with good levels of subject knowledge. Teachers enable pupils to appreciate how different language is used in the workplace in different types of profession. In lessons on classical subjects, teachers discuss contemporary parallels effectively so that pupils understand the relevance of myths and classical ideas to today's society.
29. Pupils, including those with lower prior attainment, make good progress in mathematics. Supportive, well-planned teaching means pupils with different levels of prior attainment demonstrate secure mathematical understanding and are able to confidently articulate their reasoning in collaborative problem-solving discussions.
30. Pupils make good progress in science, undertaking effective research projects and statistics tasks. Self- and peer-assessment activities reinforce their understanding. Teachers use resources effectively, such as visual aids in chemistry. In the junior school, pupils develop secure practical skills that build sequentially on prior learning, such as moving from filtering to evaporation, demonstrating engagement with the processes of scientific enquiry.
31. Teachers have good levels of subject knowledge and share this with enthusiasm in lessons that are well planned and delivered effectively. Teachers offer effective feedback on pupils' written work and adapt guidance in response to particular needs. Teachers' clear expectations and positive manner with pupils help to ensure that pupils settle quickly and remain engaged in their learning without distraction. Pupils work well with each other and show respect and consideration when learning together.
32. In the junior school, teaching is underpinned by good subject knowledge, clear explanations and effective questioning, which deepen understanding, improve exam skills and promote attentive

communication. Pupils show enthusiasm and clarity in explaining their learning, through work that is plentiful and well presented.

33. The school tracks GCSE and A-level performance suitably against national data to determine the progress of individual pupils, cohorts and groups such as male and female pupils, pupils who have SEND and those who speak English as an additional language (EAL).
34. Teachers use observations and scrutinise data to ensure that the needs of pupils who have SEND are identified early. Staff consider pupils' own reflections on what they find most useful when determining which teaching and support strategies to use. Individualised teaching and effective planning mean that pupils who have SEND make good progress.
35. In the early years, staff plan the curriculum with consideration of children's individual interests, as well as how best to develop key skills, such as those in phonics and mathematics. Staff pace their teaching effectively and use appropriate challenge to develop children's learning and keep them engaged.
36. Pupils who speak EAL are well supported, when required, through structured phonics and grammar schemes as well as personalised learning linked to their interests, enabling progress in vocabulary, comprehension, reading and writing.
37. Leaders of boarding have structured the day to support boarders' academic study effectively. Boarders are able to access suitable spaces to study and have time to do so.
38. Pupils benefit from extensive recreational opportunities which promote both social interaction and physical wellbeing. Academic clinics, music, sport and creative clubs complement teaching, foster motivation and develop pupils' skills and confidence. Leaders also facilitate opportunities for pupils to develop their skills beyond school, such as when playing football, taking part in a range of subject-based competitions, such as science and mathematics challenges, or taking on the role of chorister at Selby Abbey. The programme of activities for boarders is suitable and ranges from visits to local events and museums to opportunities to develop skills in sporting and social activities.

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

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

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

40. Leaders employ strategies such as 'positivity reports', access to counsellors and the provision of a wellbeing hub to help pupils build confidence, resilience and self-esteem. The school's counsellor supports pupils when required and the school has established a culture where no stigma is attached to accessing counselling provision.
41. Lessons in the PSHE programme, named 'learning for life', help pupils to become more tolerant, empathetic and respectful. The suitably sequenced programme includes appropriate content, with topics ranging from supporting personal safety and managing screen time to healthy eating, hygiene and promoting one's own emotional wellbeing. Pupils develop an understanding of different facets that can contribute to an individual's identity, in lessons where they learn to challenge stereotypes and identify and combat prejudice.
42. Pupils learn effectively about different faiths in their religious studies (RS) lessons. Pupils in the junior school demonstrate suitable knowledge and understanding of Passover and other festivals. They ask thoughtful questions about non-material aspects of life.
43. The relationships and sex education (RSE) programme is in line with current statutory guidance. Pupils develop an age-appropriate understanding of themes such as the effects of puberty, the importance of respecting privacy and consent, and factors that inform healthy relationships. Leaders consult with parents about the provision for RSE on a half-termly basis. Staff assess pupils' knowledge, skills, understanding and attitudes effectively through audits of pupils' understanding and evaluation of their work and contributions to discussions.
44. Behaviour in the school is good. Leaders promote positive behaviour through a clear hierarchy of sanctions and the encouragement of dialogue between pupils to resolve issues, along with effective communication with parents when appropriate. Leaders and staff promote mutual respect and model appropriate behaviours. Leaders track any patterns of behaviour to ensure that they are able to address any particular issues that might present themselves. Leaders take pupils' emotional and learning needs into account when applying the behaviour management policy. Leaders and staff make sure that their expectations are clear, including that bullying is harmful and not to be tolerated. Pupils are confident to report rare incidents of poor behaviour or bullying. Leaders and staff respond promptly and appropriately whenever such concerns are raised.
45. In the early years, children are well behaved, showing respect for their peers and teachers by listening to and following instructions.
46. Within boarding, a culture of mutual support and belonging in the houses helps pupils to feel secure and to develop their social skills. Leaders provide a range of social spaces to suit boarders' different needs. Boarding accommodation is well maintained and provides boarders with suitable facilities and sleeping arrangements.
47. The management of health and safety is effective. Fire evacuation drills, lockdown procedures and external safety checks, such as those for legionella, PAT testing or fire equipment, are regularly conducted and reviewed. Any incidents or near-misses are recorded and acted upon. Systems such

as CCTV promote the safety of all pupils. Site managers conduct a monthly site tour and frequent maintenance walks around the site to support ongoing monitoring of health and safety needs.

48. Appropriate adult supervision is consistently maintained across the school, ensuring pupils are supported in both indoor and outdoor environments. Children in the early years are always within sight of an adult. Boarders are well supervised, and staff are well informed about their whereabouts.
49. First aid arrangements are effective. Staff receive appropriate training in first aid, including paediatric first aid in the early years setting. The procedures for handling medicines are suitable, with storage secure and logged, and doses tracked and accessible to staff as appropriate. The medical centre has suitable facilities. There is appropriate accommodation for boarders who need to be roomed separately from others for medical reasons.
50. The school maintains suitable attendance and admission registers and notifies the local authority when there is an extended absence. Leaders ensure that the attendance procedures reflect the requirements of current statutory guidance, and that the attendance policy is shared with parents. Leaders notify the school's local authority whenever a pupil joins or leaves the school at a non-standard transition point.
51. The effective provision for physical education (PE) gives pupils the opportunity to demonstrate confidence, motivation and enthusiasm as they engage fully in activities, developing resilience as they improve their performance through practice and correction. The positive coaching style fosters a supporting and encouraging atmosphere, promoting pupils' emotional security while developing perseverance and enjoyment of physical activity. In the junior school, PE sessions help develop pupils' gross- and fine-motor skills through activities such as following a slow-motion circuit course where pupils learn both physical skill and patience. Older pupils develop their skills and techniques in a range of different sports and physical activities and learn how to identify and develop these.

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

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

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

53. Leaders ensure that an effective careers education is in place. It is integrated into weekly tutor sessions and the PSHE programme. Pupils are introduced to potential future pathways, with impartial guidance centred on what is right for the individual. Teachers facilitate internships with local businesses. Lessons focus appropriately on developing pupils' employability and ability to communicate in the workplace. Pupils are supported in writing curriculum vitae and personal statements. Work experience is embedded from Year 10, with placements offered across a range of sectors. Teachers provide individual pupils with guidance about how to take the next steps towards employment, apprenticeship or higher education.
54. Targeted assemblies and 'learning for life' lessons address issues relating to inclusion and equality. Teachers make effective use of real-life scenarios about themes such as gender-based bullying, and other discriminatory behaviours, to develop pupils' levels of empathy and understanding. Visiting speakers representing a range of backgrounds and cultures share their life experiences and help develop pupils' understanding of such issues.
55. From the early years onwards, children develop their social skills through practising turn-taking, listening and collaboration. Staff teach children about the importance of moral principles such as fairness and honesty.
56. The school enables pupils to develop a clear sense of responsibility towards others and to make positive contributions to the school and wider community. Leaders encourage pupils to volunteer to support younger peers as prefects, peer mentors and reading buddies. Pupils propose changes designed to enhance the school via the school council, such as the provision of additional benches, introduction of a book swap facility and changes to aspects of food choice. Enrichment activities such as The Duke of Edinburgh's Award scheme (DofE), the Combined Cadet Force (CCF), volunteering and mentoring younger pupils foster leadership and active citizenship. Leaders encourage pupils to be active in local community-based events, including raising money for charity, singing carols in a residential home in the village and tidying up the war memorial. They volunteer for litter picking and participate in community badminton tournaments, with money being raised for Selby food bank. Pupils take responsibility for choosing a charity to support.
57. The school develops pupils' economic understanding effectively. In 'learning for life' lessons, pupils in the junior school develop an understanding of banking, complemented by talks from visiting speakers and workshops on savings and credit. Older pupils learn about taxation, entrepreneurship and the management of money. Pupils engage in a 'grow a pound' activity to raise funds for charities.
58. Leaders ensure that pupils acquire an understanding of British institutions and respect for the law. As part of the PSHE programme, pupils learn about how British law is generated and applied. Talks from the police and specialist external speakers raise pupils' awareness of the law relating to issues such as drug misuse and online harassment.
59. Leaders ensure that pupils are not exposed to any undue political bias. They check the suitability of any visiting speaker and the content of their intended presentations to pupils.

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

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

## Safeguarding

61. Governors' oversight of the school's safeguarding arrangements does not ensure that all aspects of safeguarding are effective. Leaders do not ensure that all safer recruitment procedures are suitable.
62. Leaders do not always ensure that two references have been received before staff begin working with pupils. The school does not always check whether staff are subject to a prohibition from teaching order before they commence teaching work at the school.
63. Leaders have established a supportive culture of safeguarding across the school where staff understand that safeguarding is everyone's responsibility. They provide staff with suitable safeguarding training, which is regularly updated to respond to any changes to statutory guidance. Staff also receive training about the 'Prevent' duty, concerning potential risks relating to radicalisation, and also about the school's suitable procedures to respond to and report any low-level concerns or allegations against adults working with pupils. As a result, staff know how to respond to a concern and who they should contact.
64. Leaders with responsibility for safeguarding receive appropriate training for their role. They respond effectively whenever safeguarding concerns are raised. The safeguarding team works effectively with the police and other external agencies, taking advice as appropriate and referring concerns onto them when required.
65. The school encourages pupils to share concerns and informs them of whom they can contact if they have a concern, including the independent person for boarding.
66. Most necessary safer recruitment checks are carried out as required and recorded accurately on the single central record of appointments (SCR).
67. Leaders ensure that pupils understand how to stay safe, including when online or using social media. There is a suitable internet filtering and monitoring system in place. Staff receive alerts should anyone attempt to access inappropriate material, and any alert is assessed promptly on an individual basis. The system is subject to testing, including by an external provider.
68. The safeguarding team keeps detailed, secure and appropriate records of any safeguarding concerns raised and the school's responses to these.

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

69. Standards are not met consistently with respect to the safer recruitment of staff.
70. As a result, Standards relating to safeguarding are not met.
- 71. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

## Schedule of unmet Standards

### Section 1: Leadership and management, and governance

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR <sup>1</sup> Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.
NMS2.1	The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.
NMS 2.2	The school's leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge, appropriate to their role and undertake appropriate training as required.
NMS 2.4	The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met.
NMS 2.5	The school's leadership and management and governance actively promote the wellbeing of pupils.

### Safeguarding

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.
ISSR Part 3, paragraph 8	Where section 87(1) of the 1989 Act applies in relation to a school the standard in this paragraph is met if the proprietor ensures that –
8(a)	arrangements are made to safeguard and promote the welfare of boarders

<sup>1</sup> The Education (Independent School Standards) Regulations 2014 ('ISSR')

	while they are accommodated at the school; and
8(b)	such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools
NMS 8.1	The school should ensure that: arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State.
NMS 19.1	Schools operate safer recruitment and adopt recruitment procedures in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State.
EYFS 3.5	Providers must have and implement policies and procedures to keep children safe and meet EYFS requirements. Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Where providers are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing. Policies and procedures should be in line with the guidance and procedures of the relevant LSP.
EYFS 3.9	If providers have concerns about children’s safety or welfare, they must immediately notify their local authority children’s social care team, in line with local reporting procedures, and, in emergencies, the police. Providers must also take into account the government’s statutory guidance ‘Working Together to Safeguard Children’ and ‘Prevent duty guidance for England and Wales’. All schools are required to have regard to the government’s statutory guidance ‘Keeping Children Safe in Education’, and other childcare providers may also find it helpful to read this guidance.
EYFS 3.13	Providers must ensure that people looking after children are suitable; they must have the relevant qualifications, training and have passed any required checks to fulfil their roles. Providers must take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced. Providers must also ensure that any person who may have regular contact with children (for example, someone living or working on the same premises the early years provision is provided), is suitable.
EYFS 3.20	Providers must obtain a reference for any member of staff (including students and volunteers) before they are recruited. Providers should: <ul style="list-style-type: none"> <li>• Not accept open references e.g. to whom it may concern.</li> <li>• Not rely on applicants to obtain their reference.</li> <li>• Ensure any references are from the applicant’s current employer, training provider or education setting and have been completed by a senior person with appropriate authority.</li> <li>• Not accept references from a family member.</li> <li>• Obtain verification of the individual’s most recent relevant period of employment where the applicant is not currently employed.</li> <li>• Secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children). If the applicant has never worked with children, then ensure a reference is from their</li> </ul>

	<p>current employer, training provider or education setting.</p> <ul style="list-style-type: none"><li>• Ensure electronic references originate from a legitimate source.</li><li>• Contact referees to clarify content where information is vague or insufficient information is provided.</li><li>• Compare the information on the application form with that in the reference and take up any discrepancies with the applicant.</li><li>• Establish the reason for the applicant leaving their current or most recent post, and ensure any concerns are resolved satisfactorily before appointment is confirmed.</li></ul>
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## School details

<b>School</b>	Read School
<b>Department for Education number</b>	815/6019
<b>Registered charity number</b>	529675
<b>Address</b>	Read School Drax Selby North Yorkshire YO8 8NL
<b>Phone number</b>	01757 618248
<b>Email address</b>	enquiries@readschool.co.uk
<b>Website</b>	www.readschool.co.uk
<b>Proprietor</b>	The Read School Drax Trustee Limited
<b>Chair</b>	Mrs Lisa Dukes
<b>Headteacher</b>	Mrs Ruth Ainley
<b>Age range</b>	4 to 18
<b>Number of pupils</b>	246
<b>Number of boarding pupils</b>	25
<b>Date of previous inspection</b>	12 to 13 October 2022

## Information about the school

72. Read School is a day and boarding school for male and female pupils, located in Drax village near Selby, North Yorkshire. It is a registered charity administered by a board of governors. The current chair of governors took up her position in September 2025.
73. There are two boarding houses, one for male pupils and one for female pupils. The boarding houses are situated within the main school building.
74. There are five children in the early years in one Reception class.
75. The school has identified 77 pupils as having special educational needs and/or disabilities (SEND). Twenty pupils in the school have an education, health and care plan (EHC plan).
76. The school has identified 18 pupils as speaking English as an additional language (EAL).
77. The school states its aims are to help each pupil to develop their potential in both academic and extra-curricular fields through encouragement, understanding and a close working relationship between pupils, staff and parents. It aims for pupils to grow up to be confident, caring, honest and responsible young people, capable of making a positive contribution to the society in which they live and work.

## Inspection details

### Inspection dates

30 September to 2 October 2025

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

79. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- 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.

80. 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)**.

**Independent Schools Inspectorate**

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