



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

St Peter & St Paul School

February 2020



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School's Details

School	St Peter & St Paul School		
DfE number	830/6018		
Registered charity number	516113		
Address	St Peter & St Paul School Brambling House Hady Hill Chesterfield Derbyshire S41 0EF		
Telephone number	01246 278522		
Email address	reception@spsp.org.uk		
Headteacher	Mrs Jillian Phinn		
Chair of governors	Mrs Katherine Denton		
Age range	4 to 11		
Number of pupils on roll	100		
	EYFS	15	Pre-preparatory 33
	Preparatory	52	
Inspection dates	11 to 13 February 2020		

1. Background Information

About the school

- 1.1 St Peter & St Paul School is an independent co-educational day school for pupils aged between four and eleven. The school is a charitable trust governed by a board of trustees; the current chair was appointed in January 2019. Founded in 1944, it moved to its present seven-acre site in 1997. The current head was appointed in August 2018.
- 1.2 Since the previous inspection, the management of the school has been restructured. The school has created two new libraries and upgraded the provision for information and technology in the pre-preparatory and preparatory sections. Dedicated teaching areas for music and modern foreign languages have been created.
- 1.3 The school consists of two separate sections. The pre-preparatory section includes the Early Years Foundation Stage (EYFS) as well as Years 1 and 2. The preparatory section includes Years 3 to 6.

What the school seeks to do

- 1.4 The school aims to provide a traditional, high-quality, all-round education with an exciting approach to learning based on the Christian principles which underpin the school's *Guiding Star* of values. It seeks to provide a framework that children can carry with them throughout their lives.

About the pupils

- 1.5 Pupils come from a range of professional backgrounds, mostly from white British families living within a 15-mile radius of the school. Data provided by the school indicate that the ability of pupils is above average compared to those taking the same tests nationally. The school has identified 15 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, four of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for one pupil, who receives additional support. Data used by the school have identified nine pupils as being the most able in the school's population, and the curriculum is modified for them and for eight other pupils because of their special talents in sport.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records 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, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

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 measures attainment using National Curriculum tests. In the years 2018 to 2019, the results were well above the national average for maintained schools.
- 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 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.7 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.
- 2.8 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

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.10 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

2.11 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.

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

PART 6 – Provision of information

2.13 A range of information is variously 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.

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

PART 7 – Manner in which complaints are handled

2.15 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.

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

PART 8 – Quality of leadership in and management of schools

2.17 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.

2.18 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

- 3.1 The quality of the pupils' academic and other achievements is good.
- Pupils of all abilities achieve excellent standards in the creative arts.
 - Pupils demonstrate high levels of communication and strong interpersonal skills.
 - Pupils develop good study skills but opportunities to think deeply or pursue their interests independently are not consistent in all lessons.
 - Pupils display very positive attitudes in their work and play.
 - Pupils' progress in English and mathematics is high so that they are successful in gaining entry to their senior school of choice; however, progress in some other subjects is variable.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are very confident and reflective learners due to the embedding of the *Guiding Star* values across all areas of school life.
 - Pupils have a well-developed sense of themselves, and an objective awareness of their strengths and areas for development.
 - Pupils display a strong sense of belonging and responsibility towards each other.
 - Pupils are courteous and conscientious, with a strong sense of right and wrong.

Recommendations

- 3.3 The school is advised to make the following improvements:
- Strengthen the development of pupils' study skills, particularly their ability to think deeply and to pursue individual interests independently.
 - Develop the systems for monitoring academic provision and standards so that teaching consistently promotes rapid progress.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 The school successfully meets most of its aims to provide a traditional, high-quality, all-round education with an exciting approach to learning. In the Early Years Foundation Stage (EYFS), almost all children reach expected levels of development for their age and many exceed them. Overall pupils make good progress, in relation to pupils of similar ability; in the creative subjects, pupils' achievement is excellent. Effective use is now made of tracking systems and assessment data and this, coupled with regular liaison between staff, prompts quick intervention if there is a concern thus meeting the recommendation from the previous inspection to ensure that assessment information is used in the preparation of learning activities which meet pupils' academic needs. However, this does not fully impact on the progress of the most able pupils. Recently refined systems have introduced more rigour and begun to improve standards, but there is insufficient monitoring by academic leaders as yet to ensure this. Pupils with SEND and EAL make similar progress to other pupils, achieving well in relation to their needs, due to accurate interpretation of assessment results and teachers' close liaison. By the time pupils leave the school, their attainment in English and mathematics, as reflected in national test performance, is well above the national average for maintained primary schools, although evidence in work scrutinised suggests that progress is variable across subjects. Pupils successfully move on to their chosen senior schools, many of which are academically selective and a few gain scholarships. In pre-inspection questionnaire responses, the overwhelming majority of parents and all pupils agreed that the school enables pupils to learn and make good progress.
- 3.6 From the EYFS onwards, pupils develop good knowledge, understanding and skills across all areas, with excellent levels of achievement in creative subjects. This is due to the opportunities provided to practise and improve their skills across a wide range of subjects and activities, and also to the positive encouragement from teachers. Children in the EYFS were observed confidently using their developing vocabulary and writing skills to write 'books' on subjects of their choice during activity time, given the freedom to choose and share ideas. The school has partially met the recommendation from the last inspection to develop the curriculum so that it provides greater opportunities for pupils to develop their higher order thinking skills, and this was observed in some lessons and in some of the work scrutinised but is not yet consistent throughout the school. In some lessons observed, and in pupils' work scrutinised, attainment was above average in relation to age-related norms. In a pre-prep English lesson, pupils were able to confidently discuss differences in style and content between fiction and non-fiction writing, making rapid progress in a lesson about lions and little cats because of the inspiring teaching and the level of challenge and expectation. Skilled, open-ended questioning was highly effective in encouraging independent ideas, giving the pupils opportunities to think about appropriate language and allowing opportunities for discussion and collaboration.
- 3.7 Problem-solving opportunities built into the most effective teaching develop pupils' reasoning skills so that they argue effectively and think laterally. However, in some lessons, teaching was too prescriptive or did not provide sufficient challenge, resulting in some pupils making slower progress. For example, in a preparatory English lesson, pupils actively engaged in a question and answer session. They made thoughtful contributions, but there were few opportunities to explore the concept of abstract, proper and common nouns, and limited scope for pupils to investigate differences in language. Displays of artwork show pupils' excellent development in art, featuring high levels of skill and imagination, in a wide variety of media. All pupils who responded to the questionnaires agreed that the school helped them to develop skills for the future.

- 3.8 Pupils are confident, articulate communicators. They listen attentively to their teachers and peers and show sensitivity to the thoughts and opinions of others. Pupils display good reading and writing skills across a range of subjects, communicating enthusiastically about their experiences and enjoy sharing ideas with each other. EYFS children freely communicate their ideas to their partners or teachers, confidently using a good level of vocabulary. In a science workshop, older pupils communicated their ideas and strategies clearly and logically about how to programme and control robots. They also respectfully listened to each other, considering the ideas, collaborating effectively and making rapid progress with programming. The school encourages pupils to express their views and offers a number of avenues for them to do so. In interviews, pupils were very articulate and able to express themselves succinctly. They spoke confidently and in depth about a range of aspects concerning life in and beyond school.
- 3.9 Pupils develop good levels of competency in mathematics. In a successful lesson on scaling, preparatory pupils were very focused on scaling and working out measures in recipes. They could work out how to reduce and increase ingredients depending on the number of people. They worked well together discussing and sharing their ideas. In another preparatory lesson, pupils were confident in rationalising complex number sequences, successfully explaining how sequences work, including those containing fractions and prime numbers. The challenging task successfully matched pupils' needs. Pupils apply their mathematical understanding confidently in other curriculum areas, for instance EYFS children were able to make repeating symmetrical patterns and faces using a variety of shapes and objects. In interviews, most pupils said that they develop key skills in mathematics successfully and are able to tackle differing levels of difficulty and challenge. However, some felt that they lacked opportunities to be sufficiently stretched.
- 3.10 Pupils' use of information and communication technology (ICT) is not extensive but their research and presentational skills develop well, providing good preparation for their future lives. Pupils feel confident using ICT as an isolated or embedded feature of the curriculum. For example, as part of a technology workshop day, older pupils successfully applied newly acquired programming skills to control robotic devices. In interviews, pupils spoke of their proficiency when using different technologies and software as a means to develop core skills, as well as research mechanisms to delve deeper into subjects and broaden their learning experiences.
- 3.11 Pupils develop good study skills as they progress through the school. They can synthesise information, analyse and hypothesise. Sometimes pupils' study skills are constrained by limited opportunities for independent work throughout the curriculum and in interviews, some of the most able pupils stated that they would like to have more challenge. In the most successful lessons, teachers' planning and use of skilful questioning extended and deepened pupils' thinking. In a preparatory history lesson on mummification, pupils hypothesised as to the effects of mummifying an apple in salt and bicarbonate of soda and explained succinctly how the drying effects of the mummification compound would draw out the moisture. Pupils say they relish every opportunity to further their study skills and use their initiative to take their learning forward. In a mathematics lesson, older pupils worked independently to analyse a complex range of number sequences including square numbers, fractions and decimals. They also collaborated spontaneously to challenge each other as well as to confirm they were heading in the right direction. In interviews, pre-prep pupils were eager to show inspectors their class story book which demonstrated the rapid development of their writing skills, good use of imaginative ideas and high levels of grammatical knowledge for their age.

- 3.12 Pupils achieve well across a broad curriculum and a wide extra-curricular programme which enriches learning and encourages pupils to broaden their interests. Pupils are encouraged to do whatever they are passionate about and work to their strengths. From Reception onwards, every pupil is involved in drama productions, choirs and ensembles, resulting in high standards of achievement from the very youngest in the performing arts. Many pupils learn an instrument and are successful in national music examinations. The infant and junior choirs were awarded first and second place in a recent local music festival. In questionnaire responses almost all parents agreed that that the school provides a good choice of extra-curricular activities.
- 3.13 Pupils display excellent attitudes to their work, good levels of independence and the ability to lead their learning, though opportunities for them to do so are sometimes limited. When offered the chance, they thrive on the freedom to take charge of their own learning. Pupils are enthusiastic and diligent learners. In the most successful lessons observed, they eagerly embraced new learning and tackled open-ended tasks. In a junior choir practice, the teaching clearly articulated what the pupils must do to improve, and they responded positively. Pupils showed a real love of singing and a keenness to improve in their presentation and to work hard to perfect a complicated piece. *The Guiding Star* values to aim high and be brave contribute strongly to pupils' positive attitudes and to them adopting a positive approach to learning whereby they see the value of learning from mistakes.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils demonstrate excellent levels of self-knowledge, self-esteem, self-confidence and resilience. These aims are actively promoted from the EYFS onwards, through the values of the *Guiding Star* and personal, social, health and economic education (PSHE) programme. Pupils have an objective awareness of their strengths and weaknesses and a determination to improve. In interviews pupils were confident and articulate in expressing their views and opinions and had a clear image of the person they felt they were, even recognising if they were quiet or shy, because the school encourages them to accept and be proud of who they are. Their confidence and emotional resilience were demonstrated by their thoughtful response when, commenting on the range of experiences within strong pastoral support, which enable them to discover and accommodate their strengths and areas to develop. In a school assembly, Year 6 pupils presented awards and explained why younger pupils had won them, effectively leading the assembly. Pupils said that they gain confidence in their own judgments because teachers encourage them to try to solve problems for themselves. Children in the EYFS confidently explained to inspectors why they had decided independently to design buildings for a train track. Pupils feel secure to make the transition to the next phase in their learning. All pupils and the vast majority of parents who responded to questionnaires agreed that the school helped pupils to be confident and independent.

- 3.16 Pupils make age-appropriate decisions in their learning, understanding with increasing clarity how to be determinants of their own success. The capacity for decision-making is well-established in the EYFS, where children happily choose their activities supported by well-organised resources which reflect their interests and gentle encouragement from staff. Pupils are aware of the need to make positive decisions and demonstrate an understanding that decisions can affect their future prospects. They make mature decisions about activities and work in the classroom, as when they utilise the *three-star* system, which allows them to choose the level of difficulty in a task. In lessons, pupils are self-motivated and self-disciplined. Systems and procedures that enable them to voice opinions and to make decisions are embedded in the school's day to day work. In a well-planned, games lesson, the teacher's trust in the pupils to make informed choices encouraged them to adapt to incrementally stressful scenarios to help sharpen decision making skills in a tag rugby session. Through spoken and written feedback from teachers, pupils know what they need to do to improve, and they apply themselves in a disciplined way to achieve the next steps. Pupils feel that they are listened to, their opinions matter. The school council plays an important role in this and representatives from Reception onwards consider requests from their peers and contribute to decisions about, for instance, which charities to support.
- 3.17 Pupils develop strong spiritual awareness through many opportunities to appreciate the world around them. The creative arts enable pupils to express delight, as when they show confidence in performing and share their music and drama with others. In a choir practice, older pupils enjoyed 'getting immersed in a choral piece that had a strong spiritual dimension. In interviews, pupils said that they valued the opportunities to experience such aspects of school life and commented about how art, performance, music and poetry helped them to appreciate the non-material. Outdoor learning activities in the woodland area enables pupils from the youngest to take pleasure in the natural world, expressed during discussions with the inspectors. Pupils' aesthetic awareness of the non-material aspects of life is particularly evident in the superb art displayed throughout the school. Outstanding art around the school celebrates beauty, spirituality and demonstrates pupils' appreciation of the work of famous artists and their different styles. For instance, preparatory pupils had created thoughtful cubist style self-portraits in the style of Picasso.
- 3.18 Pupils develop an appreciation of a range of faiths, and a strong sense of community, as they celebrate the religious festivals of their peers and participate in assemblies throughout the year. Circle time and mindfulness lessons were described by pupils as positive opportunities to be thoughtful about different topics and aspects of their lives.
- 3.19 Pupils have a strong moral compass. They are very aware of the school's expectations and their behaviour is excellent. In a conversation with inspectors, pupils spoke about rules keeping them safe and that the *Guiding Star* was focused on expectations which include care and respect for others. Pupils value and support the school's code of conduct, speaking proudly of their respect for rules and the responsibility that they are given to think for themselves and care for others. They are highly supportive of the school's system of rewards and sanctions, appreciating its importance in keeping everyone happy in school, displaying maturity as they discussed the positive impact on behaviour and the need for pupils to face consequences if they behave badly. Older pupils are aware of their responsibility to be role models for younger pupils, and carry out this role very well, supported by leaders and staff who also model the behaviour and attitudes expected in the school.

- 3.20 Pupils demonstrate a strong social awareness, a sense of belonging, a positive self-image and mutual respect, helped by leaders' and staff's establishment of an environment where they feel confident, cared for and have the freedom to enjoy learning. They collaborate effectively in lessons, learning skills required to be part of a team. During a games afternoon, as a direct result of the skilled coaching, pupils worked together collaboratively to devise a new drill to improve their defence in a football game. During the lesson pupils used the opportunities given for paired and group work successfully. Pupils have strong interpersonal skills, interacting effectively with their peers and demonstrating high levels of empathy and mutual respect in all aspects of school life.
- 3.21 Pupils make an excellent contribution to the lives of others within the school, the local community and wider society. They demonstrate belief in their own ability to succeed and are keen to undertake positions of responsibility such as house captains, school council, heads of house, kindness ambassadors and head boy and girl. Assemblies and charity events strengthen pupils' appreciation of the circumstances of others. Pupils support their self-chosen charities either financially or through wider activities. Pupils make a significant contribution to the local community by taking part in a range of events, including singing at a local care home, a hospice and hospital. In interviews, pupils proudly spoke about their involvement in *ECO Club*, playground improvements, and the wider environment, such as in a local woodland area development project.
- 3.22 Pupils exhibit a strong awareness and appreciation of other cultures, as evidenced during discussion and in work seen in PSHE, geography, religious studies and history. Pupils throughout the school demonstrate understanding about a wide range of cultures and faiths including Judaism, Buddhism, Sikhism, Islam, and Christianity. Thoughtful displays around the school acknowledge and celebrate differences and similarities. Pupils have a high sense of empathy and responsibility towards each other and their contributions to discussions show their awareness that learning about different cultures promotes tolerance and understanding. Most parents and all pupils who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.23 Pupils have an excellent understanding of how to stay safe, and physically and mentally healthy. Leaders ensure that all pupils engage in sufficient physical activity and a wide range of healthy food is provided at mealtimes. Pupils understand the importance of a balanced diet and make healthy choices of food and drink. In interviews, pupils recognised the importance of mental well-being and the negative impact that anxiety can have on the individual, commenting that helpful discussions in PSHE and form time and support from teachers ensures that they can share any worries or concerns. All pupils who responded to the questionnaire said that they knew how to stay safe when online. This was shown in a pre-prep lesson about internet safety, when pupils explained clearly why they must be careful if they receive an unkind message, and why they should tell 'an adult we trust' if someone they do not know wants to be an online friend. The vast majority of parents and all pupils who responded to the questionnaire agreed that the school supports their children's personal development including their personal and pastoral needs. Governance takes a deep interest in all aspects of school life and in the health, care and welfare of the school community and through their involvement and support, enable pupils throughout the school to flourish.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair and vice-chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Loraine Cavanagh

Reporting inspector

Mr Simon Malkin

Compliance team inspector (Bursar, GSA school)

Mr Phil Foley

Team inspector (Head, IAPS school)