

Focused Compliance and Educational Quality Inspection Reports

Pembridge Hall School

May 2019



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School's Detail

School	Pembridge Hall School			
DfE number	207/6303			
Address	Pembridge Hall School 18 Pembridge Square London W2 4EH			
Telephone number	02072290121			
Email address	contact@pembridgehall.co.uk			
Headmaster	Mr Henry Keighley-Elstub			
Proprietor	Alpha Plus Group Ltd			
Age range	4 to 11			
Number of pupils on roll	416			
	Boys	0	Girls	416
	Reception	66	Preparatory school	350
Inspection dates	21 to 23 May 2019			

1. Background Information

About the school

- 1.1 Pembridge Hall School is an independent day preparatory school for girls aged between 4 and 11 years, comprising three forms in each year. The school was founded in 1979 as Our Lady of Sion in Notting Hill, moving subsequently to its current site in Pembridge Square. The school is owned and governed by the Alpha Plus Group. The headmaster was appointed in 2012.

What the school seeks to do

- 1.2 The school aims to provide a sound grounding for future learning and a good preparation for entrance examinations to senior schools. It seeks to do this in a happy, secure and stimulating environment, with a broad curriculum promoting excitement in learning. The objective is for each girl to be well-rounded, confident, resilient, and keen to pursue their talents and interests. The school aims to encourage enthusiasm for learning, creativity and independence of thought, whilst stressing mutual respect, courtesy and thoughtfulness for others.

About the pupils

- 1.3 Pupils come from mainly professional backgrounds and reside locally. Data provided by the school indicates that the ability of the pupils is above average. The school has identified 43 pupils as having special educational needs and/or disabilities (SEND), mostly cognition and learning needs met largely by class teachers. Twenty-nine receive specialist support. There are 261 pupils for whom English is an additional language, who are guided by class teachers. No pupil has an education, health and care plan (EHC) or a statement of special educational needs. Data used by the school have identified 53 pupils as being the most able in the school's population. The curriculum is modified for them and the school supports pupils' needs if they have a particular talent.

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. 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](#)[National Minimum Standards for Boarding Schools](#)[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 associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 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 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. These include 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 pupils with education, health and care plans or English as an additional language. They also include 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 excellent.

- Pupils in all years achieve highly across the curriculum, especially in English and mathematics, and almost all obtain places at their first choice senior schools.
- Pupils' communication skills are outstanding.
- Pupils' skills in mathematics are strong and they competently apply their ICT skills in a number of contexts, although not yet widely.
- Pupils, including those with SEND and EAL, make rapid progress in all skill areas from their various starting points, due to high quality teaching.
- Pupils perform to a high standard in sport, music, drama and art.
- Pupils love learning; they have highly positive attitudes, fostered by a rich and challenging curriculum and a wide range of extra-curricular opportunities.

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

- Pupils are self-assured, confident and resilient.
- Pupils' social skills are highly developed and reflect the school's values well: 'fair, honest, respectful, responsible and thoughtful'.
- Pupils are broad-minded, mature for their age, self-disciplined and self-motivated.
- Pupils take responsibility for their own learning and collaborate well and are very supportive of one another.

Recommendation

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

- Extending pupils' creativity and ambition in using ICT skills across the wider curriculum, to better prepare pupils for the next stage of life.

The quality of pupils' academic and other achievements

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

3.5 Pupils' attainment across their subjects is well above average for their age and for many, especially those who are not first language English speakers or who have a learning difficulty, this represents excellent progress from their various starting points. Pupils' basic skills for learning are particularly strong. This is because the quality of teaching is uniformly high across the school and the pupils' attitudes to learning are extremely positive. Teachers have excellent subject knowledge, using this to the full to set challenging tasks that require pupils to think for themselves, so enhancing their rate of learning. They provide plentiful opportunities to do individual research, beyond the normal input in class and strong encouragement to play a full and active part in the musical and sporting life of the school. This ensures that pupils' excellent achievement is wide-ranging, encompassing all aspects of school life and resulting in rapid early acquisition of literacy and numeracy skills. Pupils develop a range of talents as a result of a curriculum that includes French, Mandarin, philosophy and an extensive outdoor education programme. Pupils have a real love of learning, with many commenting in the questionnaire responses that lessons are fun.

- 3.6 Data provided by the school indicate that the ability of the pupils on entry is above average overall for those pupils nationwide using the same tests on entry. However, the school does not select by ability on entry and so the starting point of pupils varies, notably if English is not their first language. Pupils make rapid progress from these various starting points. The school successfully fulfils its aim to provide a good preparation for entrance examinations, as almost all pupils obtain places at their first choice of senior schools, and many pupils are awarded academic or other scholarships.
- 3.7 School leaders build quickly and securely on the enthusiasm and skills identified when pupils join the school, regularly assessing these in order to plan successful lessons that accelerate pupils' learning. As a result, pupils make rapid progress during Reception in acquiring both key social skills, such as working well together, listening well and being organised; and academic skills such as a sound understanding of number, shape and space, and good development of language. By the end of the EYFS, nearly all pupils exceed national expectations, with many well above these. Pupils' investigative skills develop so well in the Early Years that they often work at a level well beyond the minimum specified by the EYFS requirements when they enter Year 1. Accordingly, the school has now gained exemption from the basic requirements and is freed up to challenge pupils further, working across subjects in topics, so that they forge ahead.
- 3.8 Pupils have excellent communication skills in reading, writing, speaking and listening. They readily infer meaning. They are fluent readers, as the school prioritises the early acquisition of literacy skills, drawing on a challenging range of reading material, aimed usually at pupils above their age group. A love of reading is instilled thereafter, through regular homework reading, book club and a new literacy curriculum for the lower school, based on topics across subjects. Data show that this successful school initiative has accelerated reading scores over years 3 and 4. Pupils' speaking and listening skills develop quickly because they frequently present their work to an audience in class or at assembly, answering questions on what they have written or found out.
- 3.9 Pupils are fluent and confident in responses, drawing on a wide range of sophisticated vocabulary pertinent to subjects studied. In a Year 5 science lesson, for example, pupils displayed their command of technical vocabulary when describing the features of the reproduction of plants. Pupils communication skills are enhanced by the frequent opportunities they are given in all lessons to express their views, debate and discuss topics. They give presentations in front of their peers during form time and in lessons, securely building strong oracy skills.
- 3.10 Pupils successfully communicate in simple sentences in French, from an early age, as seen in Year 4 for example, when talking about what they do when at home. Teachers conduct lessons in French, developing both the pupils' comprehension skills and good pronunciation.
- 3.11 Pupils are accurate and talented writers, working at a level well above that normally found for their age. The curriculum inspires very good creative writing, as it provides both interest and context for individual responses, such as writing poetry in Year 3, based on the stimulus of a challenging choice of a children's novel set in Africa. Both classical and modern novels successfully engage the pupils in imaginative work, linking to other subjects. Pupils' creative and research work in English is regularly recognised through the awarding of regional and national prizes in competitions, for example in 2019 several pupils gained Royal Geographical Society's certificates of excellence for their submissions on "Why is the Arctic unique?" Pupils have published a book of poetry. Pupils have won the prestigious British Science Association's poster competition, writing on the topic of the changing habitat of an endangered butterfly. Teachers encourage and provide opportunities for more talented pupils to pursue their interests further.

- 3.12 Lessons in all subjects are suitably challenging, well-paced and hence pupils learn quickly. Although in the questionnaire responses a very small minority of pupils did not agree that lessons were always interesting, all lessons observed included a variety of approaches and good use of resources. In addition, the use of subject specialist teachers from Year 4 upwards, and in key subjects from Year 1, promotes pupils' progress further in many subjects. These teachers add an extra layer of subject knowledge, expertise and enthusiasm that stretches the pupils' thinking further as they mature, for example, in science, in hypothesising in practical experiments and in acquiring new skills in ICT. These high expectations are reflected in the depth of work seen in pupils' books in Years 4 to 6 in many subjects.
- 3.13 Pupils' numeracy skills are excellent, with particular strengths in number work. Pupils' skills in problem-solving are improving as a consequence of the leadership's school-wide initiative to address the area. Pupils apply their skills confidently in other subjects, such as in science, or, in Year 6 accurately using simple formulae and measurements to design a garden. Attainment in mathematics is well above the national average. Pupils with a flair for mathematics develop their talents further, for example by attending masterclasses. Pupils are consistently highly successful in national competitions, such as the UK Maths Challenge, with over 40 gaining certificates in 2018, of which 30 were at gold and silver level, reflecting the positive impact of the specialist teaching offered in this subject.
- 3.14 Pupils' scientific skills are strong, as the pupils benefit from suitable facilities and teaching for regular investigative and practical work. High-level learning was noted in a Year 2 science lesson, where pupils playing a game on making circuits came up with ideas about how the components might work together. Pupils across the school have excellent investigative skills, fostered by a well-planned and varied outdoor curriculum in all years, starting with the "Out and About" programme. This includes the wooded area of Kensington Gardens. These activities provide stimulating experiences which whet pupils' appetite for this type of learning. School and parents work very effectively together to promote learning, through visits to museums and, for example, a Year 1 trip to Hyde Park to examine insects. Outdoor education enhances investigative skills, and recognised in the successes of individual pupils in national science and geography competitions.
- 3.15 The pupils show excellent knowledge, skills and understanding in all skill areas. Their skills for learning are high across all ability groups. Thinking and study skills are very well-developed, as teachers stress independence of thought from an early age. Senior leaders and governors systematically check the impact of teaching on pupils' achievement which as a result means that individual pupils are set meaningful targets on which to focus their efforts, accelerating their rate of progress.
- 3.16 Pupils are competent users of ICT. Older pupils are able to use simple coding. They readily use commercially available software applications for classwork and independent homework research. The school's leadership has already identified that pupils' ICT skills do not match the excellence shown in other areas, and the school governors have consequently invested heavily in the area. At the time of the inspection, there was therefore still scope for more extended application of pupils' technological skills to improve the pupils' creative output and so better prepare them for future career paths.
- 3.17 Pupils' achievements in music and the arts have strengthened since the previous inspection. Pupils' good progress in learning to play a range of musical instruments was evident when observing music ensembles during the inspection. In the last two years over half of the 60 pupils entered for external music examinations were awarded merits or distinctions. The school regularly sees the award of at least two or three art and music scholarships annually to senior schools. Many pupils achieve well as achievement for all in music is successfully promoted, with high rates of participation in music-making: two-thirds of pupils from Year 2 to Year 6 learn a musical instrument and are involved in making music, with three choirs, an orchestra, three baroque groups and a number of other ensembles. Pupils gain skills in public performance further afield, for example as members of chamber choir on tour abroad. Many pupils also participate in drama performances in school, for parents and in the local community. Pupils are highly successful in entries to graded examinations in drama.

- 3.18 Pupils achieve highly in a good range of team and individual sports, with individual successes up to and including city and county level in cross-country, athletics and swimming. Pupils successfully participate in many sporting competitions. Pupils' physical skills and attitudes are developed through specialist coaching in a wide range of individual and team sports, including gymnastics, dance, swimming, cricket, fencing, football and triathlon.
- 3.19 SEND pupils make swift and secure progress, attaining on a par with their peers. Teachers use a number of techniques very successfully to achieve this: the variety of tasks in lessons to suit pupils' particular needs; skilful questioning; well-focused assistance from teaching assistants and the build-up of key subject-specific vocabulary. Teachers annotate the work of SEND pupils meaningfully, as with all other pupils, so that pupils are clear what aspects specifically to improve, working in small highly –focused steps. As a result, the work of SEND pupils is presented well, with accurate spelling and fluent handwriting. SEND pupils comment in their questionnaires and in discussion very positively on how their teachers' support helps them to make faster progress.
- 3.20 EAL pupils also make excellent progress. The wide variety of nationalities in the school is a positive factor in the overall achievement of all pupils, ensuring a breadth of perspective and lively, but purposeful learning. EAL pupils are expected to, and do keep pace with pupils who are native speakers of English. The multitude of opportunities teachers give to pupils to express views and clarify ideas in lessons means that language competency develops rapidly.

The quality of the pupils' personal development

- 3.21 The quality of the pupils' personal development is excellent.
- 3.22 Pupils show high levels of self-understanding for their age and are self reflective. They demonstrate excellent awareness of their strengths and weaknesses. Pupils successfully develop self-esteem and are self-confident. Regular feedback from staff in lessons and on the quality of homework, the setting of personal targets and the twice-yearly survey of pupils' views about their attitudes to learning mean that pupils understand how well they are doing, reflect on their learning styles and identify themselves how to improve.
- 3.23 Pupils are very keen to do well. Formal, regular tests of their progress in all years from Year 1 mean that pupils have determined attitudes towards study. Year 6 pupils in discussion talked articulately about their 'growth mindset', a feature of the taught curriculum, which equips them with the skills to be resilient and determined in all they do. They apply this in preparing thoroughly for examinations and in sporting competition. Pupils appreciate the value of perseverance as a conscious decision. This highly positive attitude prepares pupils very well for their future and for coping with both success and setbacks. The school is pro-active in its approach to promoting pupils' mental health and wellbeing. This is effective because older pupils in discussion could cite times where the school's teaching about managing stress had helped them manage such situations.
- 3.24 Pupils are personable, sociable and enthusiastic. Their positivity is reinforced by the care, support and encouragement of their teachers and underpinned by collectively understood school values, which result in pupils' impeccable behaviour. Pupils show tangible care and respect to each other, embodying the "Pembridge Values": fair, honest, respectful, responsible and thoughtful. These qualities are effectively promoted by the school's clear philosophy of positive reinforcement, reinforced by a system of rewards that encourages these values as well as effort in schoolwork. In the EYFS, children were observed to spontaneously celebrate each other's achievements.
- 3.25 Pupils' social skills are extremely well developed: they are courteous and considerate, tolerant of the views and beliefs of others. They are kind, with a strongly developed sense of right and wrong. This is demonstrated, for example through the work seen in Year 2 geography and in steps they have taken to make their school more environmentally friendly.
- 3.26 Pupils have a keen sense of fair play. They draw no distinction between those of different backgrounds. The school's leaders actively promote pupils' understanding of diversity through the taught curriculum, such as in PSHE and in choice of topics in English, history and geography for example. Pupils hold and forcefully express open-minded views on diversity, quickly challenging where they perceive unfairness and speaking earnestly about their feelings and responses. This was seen, for example, in a Year 4 lesson on racism, where pupils candidly and empathetically discussed a hypothetical case study, in which those with a particular hair colour were 'excluded' from certain class activities. They reflected animatedly and empathetically on the perceived sense of injustice. Teaching strategies of this nature successfully relate the pupils' learning to real life, furthering that empathy and understanding of others. In their questionnaire responses, and discussion with inspectors, pupils frequently commented that lessons were fun, often because they are active rather than passive learners. Pupils collaborate highly effectively in all lessons, for example in an enterprise lesson planning a product launch and in drama.

- 3.27 Pupils willingly assume responsibility from a very early age, in following school routines in the younger years and, as older pupils, organising themselves and energetically leading others, in teams and in initiating charity fundraising activities. Pupils from Year 1 to Year 6 have formed a group, the 'Green Girls' where pupils champion the environment. They have successfully instigated action in their school, for example challenging the school's historic practice related to energy consumption. Pupils have successfully built a strong community spirit in school, "watching out" for each other and suggesting ways in which their school and its provision might be improved for the greater good of all. It is evident through pupil interviews that pupils are self-assured as leaders, but are equally comfortable as team players, understanding that each plays her part in success. Senior pupils are excellent ambassadors for the school, reflecting the pride in their school expressed in their questionnaire responses. Pupils keenly take on leadership roles such as school council members. They informally help their peers and younger pupils at break and lunchtimes. Pupils say that taking on leadership responsibility and working across the age range in this way builds up their self-confidence very effectively, as they face transferring to senior schools. They have learnt how to be responsible and know how to make decisions fairly, enhancing their social skills further. Pupils commented that annual residential trips in the UK and abroad develop their self-reliance, independence and responsibility further.
- 3.28 Pupils' awareness of the non-material aspects of life starts to develop as they move through the school. They demonstrate a broad spiritual understanding of issues that impact on themselves and others beyond a theoretical level. For example, pupils' work on Sikhism considered the role of women, as pupils thought about the concept of respect for others more widely. At other times, such as in assemblies and at form time, older pupils responded sensitively to challenging questions posed, such as on the impact of plastics world-wide in the environment. Pupils' good understanding of the importance of spirituality is furthered through attending a weekly church service and a well-planned programme of school assemblies and speakers. Pupils often translate into action what they learn, for example by raising funds for charitable purposes locally. Their spiritual awareness is enhanced also in more subtle ways, such as when discussing the significance of Vivaldi's Gloria in a music rehearsal and through staging musicals in Years 3 and 4 themed around the environment.
- 3.29 Pupils know how to keep healthy. Regular sporting activities, usually off site, develop this awareness and effectively promote pupils' physical wellbeing. A few pupils rather defiantly commented, with some justification, that they themselves have the awareness of how to be healthy and "school does not need to teach them this" Pupils are keenly aware of the strategies needed to keep safe online, for example learning how to create a positive digital footprint in a Year 4 ICT lesson. In the questionnaire all pupils responded that they knew how to keep safe.
- 3.30 Parents and pupils are overwhelmingly happy with the school's provision and with the progress the pupils make. Several pupils commented in their questionnaires: 'This school is amazing!'

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 representatives from the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Honoree Gordon	Reporting inspector
Mr Gareth Davies	Compliance team inspector (Headmaster, IAPS school)
Mr Mark Hammond	Team inspector (Headmaster, IAPS school)
Ms. Louise Salmond Smith	Team inspector (Headmistress, IAPS school)