



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Charterhouse Square School**

**March 2023**

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## School's Details

<b>School</b>	Charterhouse Square School			
<b>DfE number</b>	201/6354			
<b>Address</b>	Charterhouse Square School 33–40 Charterhouse Square London EC1M 6EA			
<b>Telephone number</b>	0207 6003805			
<b>Email address</b>	life@charterhousesquareschool.co.uk			
<b>Headmistress</b>	Mrs Caroline Lloyd			
<b>Chair of governors</b>	Mr James Carroll			
<b>Proprietor</b>	Cognita Schools Limited			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	255			
	<b>Early Years</b>	103	<b>Lower house</b>	86
	<b>Upper house</b>	66		
<b>Inspection dates</b>	27 to 30 March 2023			

## 1. Background Information

### About the school

- 1.1 Charterhouse Square School is an independent day school, situated in the Barbican area of the City of London. The school is divided into three sections: Early Years for pupils aged 3 to 5 years, Lower House for pupils aged 5 to 8 years, and Upper House for pupils aged 8 to 11 years. Founded in 1985, the school became part of the Cognita Schools Group in 2008. Oversight is provided by a team appointed by the proprietor, led by a general manager. Since the previous inspection, the school has acquired additional premises which have enabled a period of expansion and the addition of extra facilities. The school now offers hot lunches, an extended school day, facilities for peripatetic music lessons and a learning deck and play space on the roof.

### What the school seeks to do

- 1.2 The school's aim is to provide a safe, happy and nurturing environment, which it believes is fundamental to academic success. It seeks to instil every pupil with a love of learning, self-confidence, and effective social skills to ensure that they make the best of life's opportunities.

### About the pupils

- 1.3 Pupils come from local professional and business families. The school's own assessment indicates that the ability of pupils is above average in relation to the average for those taking similar tests nationally. The school has identified sixteen pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and autism, four of whom receive additional specialist help. No pupils currently have an education, health and care (EHC) plan. There are ten pupils with English as an additional language (EAL), four of whom receive additional support. Pupils identified as being the most able in the school's population are supported through the curriculum and have access to enrichment activities.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Additionally, this visit serves as a material change visit to assess the school's proposal to increase approved capacity to 400 after the recent opening of space enhancing facilities in a neighbouring building. This has provided additional classrooms, specialist teaching areas, a dining hall and an outdoor learning area and garden on the roof.

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

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

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

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

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

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

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

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

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

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

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

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

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

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

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

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

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

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

### **3. Recommendation with regard to material change request**

#### **Summary of findings**

- 3.1 The school has an appropriate policy for safeguarding which is implemented effectively to safeguard children at risk and those in need. Arrangements are made to safeguard and promote the welfare of pupils that pay due regard to current statutory guidance. Staff show effective understanding of their responsibilities, including with regard to child-on-child abuse and any abuse linked to protected characteristics. Staff show an appropriate awareness of the staff code of conduct, whistleblowing policy and safeguarding procedures. They are aware of who to go to if they have a concern or receive a disclosure and also that they can make a direct referral to children's services if necessary. The current arrangements which are in line with statutory guidance are likely to be sufficient to meet the needs of the envisaged increase in numbers.
- 3.2 The proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy which is underpinned by numerous school-based policies to guide its implementation. Records show that testing of electrical, water and other utilities is regularly undertaken. Staff are effectively trained in health and safety and deal promptly and appropriately with accidents, if they occur, including through the procedures to report a serious accident if necessary. There are appropriate assessments of risk for in-school activities, school visits, and for the needs of pupils both while in school and in the surrounding area, and appropriate action is taken to mitigate risks identified. The school has a fire risk (prevention) policy which includes the elimination or reduction of risks from dangerous substances. A fire risk assessment of all buildings has been undertaken by a suitably qualified person. Fire procedures are understood by, and training provided for, staff. Termly fire drills are carried out and recorded. The school has appropriate supervision arrangements in place throughout the school day. Pupils are supervised by the effective deployment of known, trained staff in the dining hall, the play spaces and in the communal garden outside. The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers.
- 3.3 All the required checks on staff are carried out and completed before they take up their posts. The school does not employ supply staff. Contractors send the school up to date information on checks they have undertaken on their employees, and the school makes appropriate further checks on arrival. The school maintains correctly an accurate single central register of appointments which includes the date on which all checks have been completed. The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers.
- 3.4 Suitable toilet facilities, and appropriate accommodation for pupils' medical needs are provided. The premises are maintained to an acceptable standard commensurate with health and safety, acoustics and lighting are appropriate, and water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. The provision, including the new building and additional facilities, is likely to be sufficient to meet the needs of the envisaged increase in pupil numbers.
- 3.5 The proprietor ensures that the leadership and management of the school fulfil their responsibilities effectively so that the standards are met consistently and the pupils' wellbeing is actively promoted. These arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers.

#### **Recommendation**

- 3.6 It is recommended that the school's material change request to increase their roll to 400 pupils be approved.



## 4. Educational Quality Inspection

### Preface

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

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

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

### Key findings

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

- Pupils demonstrate excellent speaking skills; they are highly articulate and confident in their use of language from an early age.
- Pupils have extremely positive attitudes to learning.
- Pupils have excellent numeracy skills which they apply with great effect across the curriculum.
- Pupils achieve consistent success in gaining entrance to a wide range of selective senior schools.

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

- From the earliest age, pupils actively support each other in a highly collaborative atmosphere, respecting and recognising individual differences and needs.
- Pupils demonstrate an acute understanding of right and wrong and a mature appreciation of the importance of kindness.
- Pupils develop excellent collaborative skills.

### Recommendations

4.3 The school is advised to make the following improvements.

- Ensuring that pupils apply their information and communication technology (ICT) skills more widely, to further enhance their learning across the curriculum.
- Strengthen the pupils' range of higher-order thinking skills across a wider curriculum.

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

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

4.5 Achievement of pupils across the curriculum is high. A large majority of children achieve a good level of development by the time they leave the early years setting. Pupils' attainment maintains this excellent start, with standardised scores in English and mathematics above national age-related norms. A very large majority of parents who responded to the pre-inspection questionnaire agreed that teaching enables their child to make good progress. Evidence from scrutiny of pupils' work and observation of lessons confirms this picture. Pupils' progress is supported by the school's effective monitoring of their performance using assessments to guide teaching. Pupils with SEND or EAL are well supported by their teachers and the dedicated SEND team, supporting the pupils who are identified as 'pupils of determination' at the school. They achieve well in relation to their abilities. A

vast majority of the pupils who completed the questionnaire agreed that their teachers know how to help them learn.

- 4.6 Pupils make excellent progress in the development of their knowledge, skills and understanding. This is a result of well-planned lessons and high expectations of teachers, delivered by committed and caring staff. The personalised and individually supported approach throughout the school, ultimately enables pupils of all abilities to make significant progress across many curriculum areas. An overwhelming majority of pupils who responded to the questionnaire agreed that their knowledge and skills improve in most lessons. Pupils develop advanced skills in the core subjects, as seen in a Year 2 English lesson, where pupils were writing instructions on how to look after the recently hatched baby ducklings; pupils demonstrated an extremely wide vocabulary, using words such as digestion, preening and plucking. In Year 4, pupils were comfortable when their teacher talked about genetics, in terms of genes, double helix, and genetic codes. The younger pupils in chess club demonstrated an outstanding knowledge of game play, speaking confidently about opening strategies, and showing a clear understanding of when and how to use castling.
- 4.7 Pupils are skilled communicators, articulate and confident. They listen extremely well to one another and eagerly volunteer their knowledge and views during class discussions, speaking with clarity and great confidence. This was observed in a reception lesson where the children learned to write a recount, using time connectives, of their farm trip the previous day. The children listened attentively, whilst their peers confidently stood and articulated their thoughts, adding adjectives when encouraged by their teacher. By Year 5 pupils were able to effectively explain their thoughts on their class reader, *Varmints*, using appropriate emotive vocabulary to describe their feelings about the book. Pupils spoke confidently to the inspectors whilst at lunch and in interviews about their many positive experiences at school. From a young age pupils develop good written communication skills, learning to write for a range of purposes and in different genres. Children in the EYFS demonstrate good knowledge of letter sounds and produce free writing of a high quality, as seen when nursery children were identifying the body parts of the recently hatched ducklings and labelling diagrams. By reception children are able to recognise, read and write more challenging words, supported by the effective planning and support of the teaching team. Reading is valued and given a prominent place in the daily school routine. Appropriate and demanding texts are selected by staff to extend their comprehension skills and their vocabulary. Older pupils state how much they enjoy reading, they particularly enjoy books that have relevance to current societal issues for example *Pig Heart Boy*. Younger pupils enjoy the older pupils coming to read to them, for example Year 5 pupils read *Going on a Bear Hunt* to nursery children at the end of a wet break, adding intonation and expression to engage their listeners.
- 4.8 Pupils demonstrate excellent mathematical skills for their age and ability. They enjoy mathematics and develop secure numeracy skills from an early age. Creative teaching embeds opportunities to explore and master mathematical vocabulary. For example, children in the EYFS could confidently and competently count up to 20, and write digits to 10, whilst Year 2 pupils demonstrate an excellent knowledge of the names and properties of two-dimensional shapes, including trying to work out what a seven-sided shape would be called, suggesting 'a septagon.' Pupils by Year 5 demonstrate excellent mental skills, and are able to quickly identify and explain the rule in a number sequence. Pupils are appropriately challenged and supported, and teachers' questioning consolidates their understanding. Pupils state that they enjoy their mathematics lessons and benefit from being taught a variety of methods to tackle problems as this gives them options. As a result, the school consistently performs well in inter-school regional and national mathematics competitions.
- 4.9 Pupils develop good information and communication technology (ICT) skills as they move up through the school. They are confident in the use of ICT, and available evidence demonstrates they use their skills to enhance their learning in some curriculum areas. Children in reception were observed using a programme to reinforce their phonic learning, and in Year 4 pupils confidently used a mathematics application on their communication devices to reinforce their understanding of number calculations.

By Year 6 pupils learn to create spreadsheets and use ICT to research and present individual projects for example *The New Cold War – The fight between autocracy and democracy*. However, ICT is not yet used effectively across the whole curriculum and the potential to support the pupils' learning is not fully embedded.

- 4.10 Pupils' study skills show incremental development as they progress through the school. A large majority of parents who responded to the questionnaire agreed that the school equips their children with the team-working, collaborative, and research skills they need in later life. Younger pupils are taught key study skill techniques such as spider diagrams and mind maps as part of their daily learning, and are consistently required to work independently in class. Year 1 pupils used effective thinking skills and resources to solve simple subtraction problems. In a Year 3 science lesson to discover what constitutes a healthy drink, pupils confidently carried out a fair test and were able to make a prediction about which would have the least sugar content. Pupils draw knowledge effectively from sources to which they have been directed and are extremely attentive in lessons, though in some cases they show more limited initiative beyond directed teaching. Where more open-ended tasks are presented to pupils, they develop their thinking and learning to a higher level. The oldest pupils, for example, displayed considerable skills of synthesis when researching and producing their own research projects on a variety of self-selected topics.
- 4.11 Pupils achieve success in a range of academic and other achievements throughout their time at school. They regularly gain places at their chosen senior school, with some pupils successful in attaining academic, art, music and sports scholarships each year. The school's leadership team has been successful in providing a wide range of opportunities for success for all pupils, from a general knowledge quiz team, which has qualified for a national final this year, mathematics and science quiz teams to ISA literacy competitions, story writing and handwriting competitions. Leaders are highly supportive of pupils' endeavours and celebrate their wide range of talents and interests in assemblies and through different reward systems used across the school, such as 'gem powers' collected by the younger pupils and the raffle ticket system, used by the older pupils. Pupils have regular access to excellent off-site facilities, specialist staff and outside coaches, and sports teams are involved in regular local fixtures, in inter-school competitions and in recent ISA regional competitions in football and swimming. In the questionnaire, a small minority of parents felt the school did not provide a suitable range of extra-curricular activities. Inspectors found that there were a sufficient number of clubs, and those on offer enable pupils to develop their skills and achieve in some areas in which their talents and interests lie, such as success in chess and a variety of sports. However, the range of clubs is limited as the school now provides access to an extended school day. Pupils interviewed stated that they enjoy the success they achieve in the clubs available and believed the offer to be good.
- 4.12 Pupils have an excellent attitude to their learning; throughout the school they are consistently enthusiastic and eager to learn, as evidenced by their endeavours in lessons and activities observed during the inspection. They are productive when working individually, with their learning partner or in a group, and show resilience and independence when completing their work. Younger children are able to listen attentively, participate enthusiastically and organise themselves with the equipment they needed. Older pupils apply themselves during their lessons with enthusiasm and maturity, as witnessed in a Year 5 English lesson when they worked collaboratively and provided insightful opinions about the class reader they had recently completed, *Varmints*. Enthusiasm and independence are encouraged by committed staff reinforcing a productive work ethic and positive can-do approach. Pupils value their support and gain a sense of personal achievement and satisfaction from improving.

### **The quality of the pupils' personal development**

- 4.13 The quality of the pupils' personal development is excellent.
- 4.14 Pupil's level of self-understanding is excellent. From a very early age pupils are actively encouraged to challenge themselves, take risks and develop independence, as seen in a nursery dance lesson, where

the children were willing to join in and confidently tried different dance steps. Pupils are adaptable, resilient, and confident that they can take risks in their learning. Peer review and positive feedback is learnt and modelled from an early age, as exemplified in a Year 1 personal, social and health education (PSHE) lesson where pupils positively reviewed the posters created by their peers. The pupils' enjoyment of school life is evident in every aspect of their activities in and out of the classroom. This is a result of the high quality of pastoral care, led by the school leadership team. Pupils approach adults confidently and speak of their achievements with pride. Pupils who spoke to the inspectors explained that their self-confidence grows through participating in assemblies, drama productions and through presenting their work to others. Their self-esteem is strengthened through careful planning by teachers to ensure all pupils regularly enjoy success in some area. Their mature self-awareness was evident during a Year 5 PSHE lesson about what makes you happy. After discussion pupils were able to create a 'recipe for a healthy me'. The pupils recognised that their own recipe needed to include activities which contributed to a healthy body, healthy brain and a sense of wellbeing.

- 4.15 Pupils' abilities to make decisions are well developed as many opportunities to do so are provided both in and out of the classroom. Choice is a feature in many of the most effective lessons, and this enables pupils to make decisions about their learning from a young age. Children in the EYFS often choose which activities to engage in and independently access their chosen resources in the classroom. Pre-prep pupils can select which activities they complete during registration time and older pupils are often able to self-select an appropriate level of mathematics challenge, as seen in a Year 6 lesson about percentages. Pupils understand that the decisions they make can have an impact on their own and others' well-being. This is shown through their ability to make decisions on behalf of others while in responsible positions, such as on the school council, where they were able to introduce a meat-free Monday menu and discuss the best locations for the worry boxes across the school. Younger pupils in chess club demonstrated an excellent ability to make decisions in their individual chess games. They spoke confidently about the need to have a game strategy and to be willing to adjust plans depending on their opponent's moves.
- 4.16 Spiritual awareness is well developed across the school. This is as a result of the many experiences and opportunities pupils have during their time at school. Pupils gain an awareness and understanding of other religions and cultures through the schools PSHE and Religious Education (RE) programme, while the charity work they are all involved in enables them to develop a greater understanding of what is really important with regards to the non-material aspects of life. A strong spiritual awareness was shown in a Year 3 RE lesson in which pupils wrote personal and reflective prayers to their chosen gods, these included one to Buddha, one to Mother Nature and one to Hindu gods. In an early years assembly considering nature in spring time, children demonstrated high levels of awe and wonder at a time-lapsed video of a seed growing. Pupils of all ages exhibited a high level of interest and fascination about the hatching and care of the school ducklings. They develop and display a respectful appreciation of the wider world through the broad range of religions, including Christianity, Judaism, Sikhism and Islam, which they learn about at the school.
- 4.17 Pupils show extremely strong moral development and distinguish clearly between right and wrong behaviours. Throughout the school, they behave with great courtesy and consideration for others. Pupils were observed holding doors open for each other without being asked and offering others daily greetings. Pupils respect the school rules and take responsibility for their own behaviour, as seen in numerous lessons and break times. Older pupils explained that staff value and expect excellent behaviour, and this is celebrated in rewards and assemblies. The success of these expectations is characterised by there being very few behavioural incidents amongst pupils. Any that occur are dealt with swiftly and skilfully before any escalation of behaviour management is needed. Nursery children were seen negotiating effectively to avoid argument when playing with the building materials and older pupils were always kind and helpful in the dining hall, ensuring a pleasant atmosphere for everyone. Relationships are extremely positive and a palpable culture of respect and tolerance pervades all aspects of school life.

- 4.18 Pupils are extremely socially aware and their co-operative and supportive responses towards their peers and younger children are instinctive. Pupils consistently work very effectively with others, as was regularly demonstrated in many lessons, sporting activities and in a class assembly. Younger children were often seen collaborating effectively, engaging in discussion, and enjoying completing shared tasks, such as ideas for sentences in a reception literacy lesson and working together spontaneously during a free play session in the nursery. Older pupils spoke proudly to inspectors about the support they offer to the younger pupils, and explained they worked collaboratively to explain their electron games to the whole school as part of the science fair. Pupils' social development is a high priority for the school leadership team, and as such is consistently reinforced verbally and rewarded through the 'gems' system in the younger years, which the pupils value greatly. These factors help pupils to develop into highly considerate and empathetic young people who demonstrate a strong sense of loyalty to their school and who work together to fulfil common goals.
- 4.19 Pupils delight in making a significant contribution to the school through roles such as school council members, buddy to a younger child or as table leaders and helpers of the day in the younger years. The house system further enables such contributions, as on the sports day and Charterhouse Cup week, where pupils are most enthusiastic to see which house will win. Pupils have many opportunities outside of school in the local and wider community to contribute to and support the lives of others. Older pupils actively involve themselves in supporting a range of local and global charities that the whole school votes to select. For example, they have collected books to donate to children in hospital; collected clothing for Afghan refugees and a school carol concert raised funds for their chosen charity.
- 4.20 Pupils' respect for diversity and cultural understanding is excellent. They engage naturally and without hesitation with those of backgrounds and cultures other than their own, in response to the ethos of kindness and mutual respect which permeates the school. Pupils' respect for each other's differences is fundamental to the positive relationships seen between those of all ages. In discussion, pupils stated they value the opportunity to learn about other religions and cultures, and their knowledge and understanding of these is well developed. Opportunities for them to do so is woven through the curriculum and in a wide range of assemblies, visits to places of worship and topic days, for example Global Day when classes choose to study a country and identify its main beliefs and cultures. Pupils readily discuss diversity and express their own identity through their clothing, their hair length and gender preference, and other pupils and their caring staff respect these choices.
- 4.21 Pupils know how to stay safe, in both the real and virtual world. Online safety is an important and regular part of the curriculum, together with opportunities to embed pupils' understanding through assemblies and tutor time discussions. Pupils speak confidently of the need to maintain anonymity in certain scenarios and to protect passwords. They understand the importance of being physically healthy, and value the opportunities they have in school to participate in team and individual sports and activities. Almost all parents who responded to the questionnaire said that the school encourages a healthy lifestyle. Pupils are aware that they should look after their mental health, and appreciate that plenty of exercise and time outdoors is beneficial. Year 6 pupils spoke eloquently about what mental health means to them. They reported to inspectors that they should not lock up their worries but share them with someone who can help. Pupils have an excellent understanding of what constitutes a healthy diet. This was evident in a Year 3 science lesson where they were able to explain their understanding of good and bad sugars and saturated fats and the need to have a balance for a healthy diet.

## 5. Inspection Evidence

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

### Inspectors

Mrs Sue La Farge	Reporting inspector
Mrs Naomi Fowke	Compliance team inspector (Former head, ISA school)
Mr Richard Evans	Team inspector (Former head, IAPS school)