



ISI

Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Bronte School and Bronte Nursery

January 2022

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School's Details

School	Bronte School and Bronte Nursery			
DfE number	886/6026			
Early Years registration number	EY481166			
Address	<p>Bronte School 7 Pelham Road Gravesend Kent DA11 0HN</p> <p>Bronte Nursery 21 Pelham Road Gravesend Kent DA11 0HU</p>			
Telephone number	01474 533805 (School) 01474 355106 (Nursery)			
Email address	enquiry@bronteschool.co.uk (School) enquiry@brontenursery.co.uk (Nursery)			
Headmistress of Bronte School	Mrs Emma Wood			
Director of Bronte Nursery	Mrs Emma Wood			
Nursery Manager	Mrs Marie Pike			
Proprietor	Mr Nicholas Clements			
Age range	0 to 11			
Number of pupils on roll	146 (School) 205 (Nursery)			
	EYFS (School)	29	Juniors	117
	EYFS (Nursery)	205		
Inspection dates	11 to 14 January 2022 (School) 05 to 06 May 2022 (Nursery)			

1. Background Information

About the school

- 1.1 Bronte School is an independent, co-educational day preparatory school situated in Gravesend. It is overseen by an individual proprietor, supported by an advisory board. The school comprises two sections: Lower School, for pupils in Kindergarten to Year 2, and Upper School, for pupils in Years 3 to 6. Bronte Nursery is the school's sister setting for children from 3 months to 5 years old.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers. In the second half of the summer term 2020, the school was opened for pupils in Kindergarten, Reception, and Years 1 and 6. Bronte Nursery closed from March to August 2020, when it reopened for all pupils.
- 1.3 During this period of closure the school provided remote learning materials for all pupils who were not present in school. Bronte Nursery provided schemes of work for all children through online software.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home. During this period Bronte Nursery remained fully open.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.8 The school and nursery has a Christian character and tradition, and welcomes families and staff from any background, ethnicity or religion. It seeks to provide high-quality education within a balanced curriculum which nurtures development and provides the challenges needed for growth. The school intends to provide excellence in teaching quality and in academic systems to establish a nurturing, supportive and safe school and nursery life for each child.

About the pupils

- 1.9 Most pupils live close to the school. The school's own assessment data indicate that the ability of pupils upon entry is broadly average. The school has identified 20 pupils as having special educational needs and/or disabilities (SEND), of whom 17 receive additional support. One pupil has an Education, Health and Care (EHC) Plan. There are 21 pupils who speak English as an additional language (EAL), of whom 11 receive additional support. Those pupils who have been identified as the most able in the school's population have the curriculum modified for them.

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 statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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. In addition, the standards relating to XYZ are also included.] 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 standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

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 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 well-being of the pupils.

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

3. The quality and standards of the Bronte Nursery Early Years Foundation Stage

Overall effectiveness: the quality and standards of the early years provision

- 3.1 The overall effectiveness of the early years provision is outstanding.
- 3.2 Experienced leaders have a secure understanding of child development. They ensure that the curriculum meets the needs of all groups of children, including those with SEND or EAL.
- 3.3 The nursery's assessment data show that children make good progress relative to their starting points. Staff manage transitions to receiving classes carefully and effectively. As a result, children are extremely well prepared for the next stage in their education.
- 3.4 Across the nursery children are happy and content. They settle quickly on arrival once routines have been established and are emotionally secure, helped by the warm interactions with their key person and other staff.
- 3.5 Leaders fully understand the requirements for safeguarding and welfare. Staff understand the appropriate procedures and policies that are in place. They understand the important responsibility they hold for protecting children, for example, by sharing any concerns they may have with the appropriate person.
- 3.6 Leaders are fully aware of the EYFS requirements, and continually evaluate practice to ensure that children gain the best possible care and education. Staff training is regular and carefully chosen to help drive constant improvement. Leaders provide clear oversight and direction. All recommendations from the previous inspection have been met.

Quality of education

- 3.7 The quality of education is outstanding.
- 3.8 Leaders have adopted an educational programme that captures children's interests. It is designed to cover all the required areas of learning and is highly appropriate. It builds on children's skills well by introducing them to new experiences and consolidating what they already know. Additional funding for specific needs is used wisely by leaders to enhance children's experiences, and the impact on their learning is carefully evaluated.
- 3.9 Staff know the children in their care extremely well and are adept at tailoring experiences to meet children's needs and interests. They have high expectations and ensure that learning is relevant, planning spontaneously to take advantage of children's ideas. For example, when children showed interest in creating a bus to travel on, staff seized the opportunity to develop their ideas further, encouraging them to find a suitable object to use as a steering wheel.
- 3.10 Staff interact expertly with children. They foster a language-rich environment, using questions and discussion to check children's understanding and extend their knowledge further. 'I wonder what' is a phrase widely used across the nursery, with children often providing thoughtful answers. Babies and children demonstrate a love for books, showing great enjoyment when listening to engaging staff re-telling stories. Staff naturally develop conversations that foster understanding and acquisition of new language, successfully addressing a recommendation from the previous inspection.
- 3.11 Leaders and staff make careful use of ongoing assessment to ensure that activities provide appropriate challenge to help children meet the next steps in their learning. Parents have opportunities to access and contribute to online learning records and attend progress meetings.
- 3.12 Children are well prepared for their next stage of their learning. Staff are fully aware that children join the nursery with many different prior experiences. Through the tailored activities and support, they ensure that whatever skills they join with, they are provided with the necessary knowledge to help

prepare them for their next room or future school. The oldest children are seen to be developing age-appropriate knowledge of numbers, shape, and letters, preparing them for school.

Behaviour and attitudes

- 3.13 Behaviour and attitudes are outstanding.
- 3.14 Leaders and staff have high behavioural expectations that are consistently adopted across the setting. As a result, from an early age, most children respect others, listen well and take turns. Where children find turn taking and following instructions less easy, staff calmly reinforce expectations and provide effective support. This addresses a recommendation from the previous inspection.
- 3.15 Children are keen to explore the interesting environment, both indoors and out. Well-chosen, interesting resources help sustain children's engagement. For example, the story of *The Three Little Pigs* was brought to life when children delighted in recreating the houses using straw, sticks and bricks with butterscotch mortar, and later with food in the 'Cook with cook' session. Their excitement when the wolf tried to blow their creations down was palpable.
- 3.16 Children fully embrace the range of activities on offer. They are eager to be involved and concentrate for sustained periods when an activity captures their interest. For example, babies delight in playing with a model farm, copying the noises animals make. Staff encourage children to persevere, resulting in high levels of satisfaction when they achieve, as was seen when initially hesitant children succeeded in walking across a balancing beam.
- 3.17 Children think for themselves and develop their own ideas. They ably make choices and are seen to creatively shape their learning by using their previous knowledge, such as when the youngest children engage in conversations using a telephone as they have seen their parents do.
- 3.18 Staff help promote children's regular attendance by offering flexible sessions that fit in with the families' lifestyles and needs. Close working relationships help parents to understand the importance of regular attendance and assist children to settle into routines, forming good habits for future learning. Any unexplained absences are investigated promptly.

Personal development

- 3.19 The personal development of children is outstanding.
- 3.20 Leaders and staff are highly successful in implementing a curriculum and effective care practices that meet children's emotional and developmental needs. All statutory requirements for children's, safeguarding, welfare, learning, and development are met.
- 3.21 Children are clear about staff expectations because of the thoroughly embedded curriculum and excellent care practices. As a result, they demonstrate an air of confidence when engaging in activities both inside and out. They make choices independently and fully immerse themselves in the range of thoughtfully chosen activities, often showing great resilience when problem solving, such as when trying to work out how to pump water through pipes in the outdoor area.
- 3.22 Children are made aware of the challenges they may face in their play and learning because staff take the time to sensitively explain risks and what can be done to mitigate them. For example, their careful explanations helped children understand the risks posed when using tools to slice fruit.
- 3.23 The key person system is especially well developed. Babies and children enjoy interacting with their key persons because of their consistent and kind approach. Children are comfortable and demonstrate that they feel secure in their environment, eagerly exploring and joining in activities.
- 3.24 Staff promote good health through a wide range of physical activities, including some led by specialist teachers. Children enjoy engaging in active play, such as when babies crawl through tunnels and toddlers ride tricycles with high levels of confidence. Children are provided with a suitable diet of snacks and meals. While there is some inclusion of fruit and vegetables on the menus, these are

sometimes limited. It was apparent that children are interested in a wide range of vegetables and fruits, such as when taking part in an activity to explore the textures of different fruits or making carrot juice in the mud kitchen.

- 3.25 Teaching about safety and security is threaded into to everyday conversations effectively. For example, children are reminded not to run whilst holding toys and are encouraged to think about the consequences should they bump into someone.
- 3.26 Hygiene practices are well-established and meet the needs of children across the age range. A shared changing area between the rooms that accommodate the youngest and second youngest children helps transition and provides familiarity. Staff sensitively approach nappy changing, ensuring that babies are content, often using the time to engage in animated chatter. Children are encouraged to take greater responsibility in managing their own needs when the time is right. This starts with babies, when they begin to wash their hands, to toddlers who start to clean their teeth. Older children confidently undertake their own hygiene routines needing little or no help.
- 3.27 Care is taken to promote inclusivity, with a wide range of resources that reflect the diverse world that children live in. For instance, children play with dolls with different ethnicities. They asked questions about a toy person who was in a wheelchair. Children are taught about the importance of respecting others and politeness, with staff frequently modelling the use of 'please' and 'thank you'.

Leadership and management

- 3.28 Leadership and management are outstanding.
- 3.29 Leaders are highly ambitious and strive to provide the best levels of care and education for the children who attend. Their enthusiasm is shared by the staff team who embrace the nursery's vision and follow the policies and procedures meticulously.
- 3.30 Leaders encourage the well-qualified staff to build on their skills with further training. Staff feel comfortable approaching leaders with any specific training requests. The close team share best practice, and this benefits the whole nursery. Regular supervision meetings and ongoing support ensure that any concerns are addressed promptly. Staff well-being is considered a priority.
- 3.31 Leaders know the children across the setting well. Daily interaction and an effective assessment system enable excellent oversight. Effective additional support is promptly organised should there be a need. This meets a recommendation from the previous inspection.
- 3.32 Leaders are well known to parents. They recognise the importance of listening to parents' views and creating effective working relationships. Parents who responded to the questionnaire or spoken to during the inspection were overwhelmingly complimentary about the nursery and the care and education that it provides.
- 3.33 Children move on to a variety of different settings and schools, and leaders are keen to work with their counterparts to ensure a seamless transition. Links with local services are strong.
- 3.34 The proprietor keeps abreast of the EYFS requirements and provides suitable challenge to leaders. Leaders are fully aware of their statutory duties, including those under the Equality Act 2010 and the Prevent Strategy. They have effective policies and procedures in place that are well known by staff. Recruitment and safeguarding procedures meet the requirements.

Compliance with statutory requirements

- 3.35 The nursery's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.**

Recommendation for further improvement

The nursery is advised to make the following improvement to its provision for children in the early years.

- Extend children's interest in fruit and vegetables by including a greater variety of these in the weekly menus, helping children to adopt healthy lifestyles from an early age.

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'.

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

Key findings

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

- Pupils demonstrate high levels of academic achievement and extra-curricular success.
- Pupils' attitudes towards learning are excellent.
- Pupils' achievements outside the formal curriculum are wide-ranging.
- Pupils develop excellent problem-solving skills throughout their learning and respond positively and creatively to tasks designed to improve their learning.

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

- Pupils' understanding of themselves, their well-being, and of their academic efforts and achievements is excellent.
- Pupils demonstrate excellent moral development and they take great pride in their school.
- Pupils' competency to communicate effectively is excellent. Pupils demonstrate outstanding appreciation of diversity.

Recommendations

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

- Strengthen pupils' ability to improve their work by developing the effectiveness of the written feedback that they receive.
- Strengthen pupils' independence, risk-taking and leadership of their own learning by providing more open-ended and pupil-led tasks and activities.

The quality of the pupils' academic and other achievements

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

4.5 Pupils demonstrate high levels of academic achievement and extra-curricular success. This results from challenging and highly committed teaching within a deeply caring and nurturing pastoral care environment, in line with the aims of the school. Senior leaders ensure pupils attain excellent results in nationally standardised tests, and their performance in national examinations is strong. Thorough tracking and monitoring procedures enable teachers and leaders to identify relative areas of weakness in the curriculum and in the performance of cohorts and individual pupils, leading to interventions to help support those that need it. All pupils, including those with SEND, EAL and those who are most able, make excellent progress, both within individual lessons and over time. This is due to the sensitive

and well-planned support provided by the school and the innovative skills-based curriculum. Pupils appreciatively stated that teachers at Bronte School do not give them the answers in lessons; they help them to find their own ways of reaching successful outcomes.

- 4.6 Pupils' knowledge, skills and understanding across all areas of learning are excellent. Pupils are enthusiastic about acquiring new knowledge and respond effectively to their teachers' verbal suggestions for making improvements and completing tasks. They draw upon previous learning with accuracy and demonstrate success in applying this. For example, in a Year 5 science lesson pupils showed clear understanding of a range of scientific terms such as 'data', 'proof' and 'spherical bodies'. This meant they could make links between these terms and their real-life examples. Pupils in a Year 2 geography lesson expressed excellent understanding of why and how tunnels are a feature of the built environment. In a Year 4 art lesson, pupils made rapid progress developing an excellent understanding of the impact of line, shape and pattern in art works intended to represent a dragon's eye. Comprehensive curriculum planning by senior leaders and curriculum leaders ensures pupils develop strong skills across the curriculum. All pupils who responded to the pre-inspection questionnaire felt their skills and knowledge improve in most lessons. This was confirmed by observations during the inspection.
- 4.7 Pupils' competency to communicate effectively is excellent. Pupils demonstrate outstanding listening skills and are articulate speakers. For example, Year 6 pupils contributed to a poetry performance with confidence and aplomb and recited poetry aloud with great expression and fluency. Pupils develop effective writing skills due to the encouragement and aspiration provided by their teachers. For example, pupils in Year 5 were highly successful in using a range of sophisticated vocabulary to write about their feelings towards a narrative text as well as explaining their understanding of the plot. Year 2 pupils write with a clear, cursive handwriting style and their strong understanding of digraphs enables them to successfully merge letter sounds to create vocabulary that is new to them. From the earliest age, children love to read. Their reading sessions enable rapid development of strong skills in matching letters to sounds. This level of engagement continues throughout the school, developing excellent literary analysis techniques which enable pupils to successfully explain their understanding of characters' emotions, feelings, and motivations in texts.
- 4.8 Pupils' application of their mathematical thinking and knowledge of number work to solve problems is excellent. Pupils' firm grasp of multiplication tables is strongly embedded from an early age, enabling them to gain a genuine sense of delight in increasingly challenging number-based tasks as they progress through the school. Pupils can apply their mathematical understanding to a range of real-life settings. For example, Year 5 pupils made excellent progress when applying their understanding of how to calculate multi-step mathematical problems to work out the area of houses and gardens. Similarly, pupils in Year 1 greatly enjoyed calculating how many pennies they had in their purse and accurately recording that as a number sentence. Older pupils were able to draw upon their prior learning to produce accurate 'factor bugs' representing their strong understanding of factors and multiples.
- 4.9 The development of pupils' information and communication technology (ICT) skills highly effectively supports the skills-based curriculum from Kindergarten to Year 6. Pupils develop competent research skills as part of the ICT curriculum alongside word processing and touch-typing to support their learning in other areas of the curriculum. Use of online platforms to support their learning during lockdown enabled pupils to further develop their competency and confidence, and several aspects of this have been maintained in school, enhancing the pupils' communication and organisation skills.
- 4.10 Pupils develop excellent problem-solving skills throughout their learning and respond positively and creatively to tasks designed to improve their learning. From an early age, pupils consider how to get where they want to get to through creative and innovative routes. For example, Reception children responded creatively to their marble run equipment being replaced with ping-pong balls and cardboard boxes. Pupils' ability to analyse, hypothesise and synthesise continue to develop throughout their time in the school and Year 6 pupils apply higher-order thinking skills to deepen their

understanding and application of aspects of their mathematics development. Pupils' analytical skills are excellent, enabling them, for example, to explain and justify why the collection of scientific data is important in proving or disproving a scientific hypothesis. Pupils are regularly encouraged to consider relative areas of weakness and have a deep understanding of how to go about addressing these in order to improve their progress, in response to verbal feedback. Pupils' reasoning skills are excellent as a result, in part, of the way in which lessons are crafted to provide ample opportunities for them to explain their thinking. In response to the questionnaire, all parents felt that the school equips pupils with the team-working, collaborative, and research skills they need in later life.

- 4.11 Pupils' achievements outside the formal curriculum are wide-ranging. In music, drama, public speaking, mathematics, languages and writing, pupils are successful in securing awards and other successes in school, in the local community and at national and international events. A majority of pupils play at least one musical instrument and gain successes in examinations and school performances. Most pupils in Year 6 successfully gain places at a range of grammar schools with high standards of entry as well as local and national independent schools, with a third of pupils winning academic and other scholarships. Individual pupils have enjoyed successes at county and national levels in a range of sports including football, swimming and badminton.
- 4.12 Pupils' attitudes towards learning are excellent. Pupils of all ages love to learn and want to find out as much as they possibly can whilst demonstrating a genuine desire to embrace challenge. Pupils consistently display a 'have a go' approach to their studies, resulting in them rarely giving up when faced with challenging academic material. As a result of active encouragement, pupils support the development of each other's progress, for example when investigating scientific evidence in support of how we know the earth is shaped, pupils were cheerfully and enthusiastically willing to work with each other in small groups. They understand the importance of discussing and sharing a range of excellent strategies to reach a common understanding of how to complete academic tasks. When given more open-ended tasks, pupils enjoy developing their independent study skills and relish taking leadership of their learning. However, this type of learning is less common as pupils move up through the school. Pupils said the lessons they enjoyed most were those in which they were actively and physically involved. In response to the questionnaire, all pupils felt that their teachers are supportive.

The quality of the pupils' personal development

- 4.13 The quality of the pupils' personal development is excellent.
- 4.14 Pupils' have excellent understanding of themselves. They know where their strengths lie and how to go about making the most of them. From the earliest age, pupils are enabled to focus on and celebrate their successes and to consider areas for further development in a balanced and proportionate way. This results from the highly effective pastoral care provided by all staff throughout the school and the sensitive and supportive oversight of senior leaders. As a consequence, pupils' self-esteem and sense of self is excellent. Children and younger pupils are able to identify and manage their own emotions. They gain an understanding of their place in the communities that make up their world and how their actions and behaviour can affect others. Staff know the children extremely well across the school and pupils know they can freely approach adults for help and advice and do so with self-assurance. As a result, pupils say that they have no anxiety over how they will be perceived by adults for doing so. In response to the questionnaire, all pupils felt they were well-prepared for their next schools.
- 4.15 Pupils understand that the decisions they make are important contributors to their own success and well-being. This is seen through their responsible approach to managing their homework, self-checking their work, using dictionaries, thesauruses, and practical apparatus, which all directly affect the outcomes of their endeavours. Pupils' ability to contribute to the decisions affecting school life are also excellent. Pupils convey much respect for and understanding of the pupil parliament, which itself is a highly effective vehicle for pupils to influence the culture and ethos of the school. Highly effective systems and procedures are carefully crafted and intelligently directed by teachers and

senior leaders across the curriculum range to support and develop the pupils' involvement in decision-making.

- 4.16 Pupils respond respectfully to regular opportunities to reflect on their own faith and spirituality. This is shown through discussions in lessons, whole school assemblies, and a range of annual services and events. Pupils consider the values and virtues that help them to appreciate the non-material aspects of life. They have an excellent, and hugely positive, understanding and appreciation of people of faiths and cultures other than their own. They are well aware of how important it is not to discriminate against others because of their appearance or background. This was seen in pupils' discussions during a Year 5 personal, social, health and economic education (PSHE) lesson on this theme. The school actively encourages this attitude in assemblies and in PSHE, as well as in a range of events which celebrate the rich diversity of the local community. Pupils greatly enjoy taking part in '*Sports of our World*' activities, in which they are able to sample traditional sports, both ancient and modern, from around the world. They respond extremely well to visits to places of worship including the local Anglican church, Church of Latter-Day Saints, a mosque, a synagogue and the local Gurdwara. Pupils not only learn from the experience itself but say that they are thankful that such visits and events take place.
- 4.17 Pupils are consistently keen to maintain high personal standards of behaviour throughout the school in response to the clear expectations set by senior leaders. They distinguish between right and wrong, and they place great value on honesty and respect. For example, when hanging up their coats and helping with the visual calendar, Reception children demonstrated the realisation that their actions influence others in the class. Pupils reported that they felt everyone was very honest and understand the importance of telling the truth and that rules are there in order to change behaviours for the better. Pupils take great pride in their school and are keen to do the right thing at the right time. Pupils' ability to independently and successfully organise themselves and their belongings is excellent. They understand the importance of maintaining positive relationships with one another, and this aspect of school life is overtly recognised and praised in assemblies and on an individual basis. Pupils recognise and maintain an excellent attitude towards the progress and strengths of their peers as seen, for example, by their response to peers receiving awards in assembly. Pupils report they feel very well-supported by their teachers. In their responses to the questionnaire, all pupils felt that the school listens to what they have to say.
- 4.18 Pupils wholeheartedly embrace the many opportunities provided by the school to take responsibility for significant aspects of school life. Pupils thrive as elected members of the pupil parliament, eager participants in music and drama productions, members of sports teams, mathematics ambassadors, reading gurus and digital leaders. Year 6 pupils show that they enjoy additional responsibilities around the school, such as escorting younger pupils to lunchtime activities and helping to serve the kindergarten children at lunchtimes. The younger pupils love to see their older peers act as play leaders and look up to them as role models. Year 6 pupils spoke enthusiastically about working together in the annual Shakespeare performance week and playing hosts to their parents at the annual dinner party, which they organise and run. Such events clearly have a strong influence on the development of their self-esteem and self-confidence. Pupils say that they appreciate that their efforts and achievements are highly valued by the school.
- 4.19 Pupils' understanding of the importance of a healthy diet and physical exercise is excellent. For example, Reception children used real fruit and vegetables to develop their awareness of the importance of good food choices in order to stay healthy. They understand how to stay safe online as a result of the school's clear guidance. Procedures are in place to protect the pupils when online. In assemblies and PSHE lessons, pupils regularly address aspects of physical and mental health, which strengthens their understanding of the importance of a balanced lifestyle. This is supplemented by the school nurse's contribution in class. Pupils spoke confidently that they knew how to report anything untoward to their teachers or parents. In response to the questionnaire, all children felt that the school was a safe place to be.

5. Inspection Evidence

5.1 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 proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registrations 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

Mr Alexander Mitchell	Reporting inspector
Miss Helen Newman	Compliance team inspector (Head of human resources, IAPS and HMC school)
Mr Timothy Smith	Team inspector (Head, IAPS school)
Mrs Eithne Webster	Team inspector (Former head of infants, IAPS school)
Miss Jacqueline Scotney	Co-ordinating inspector for early years (former head of early years, ISA school)