



**ISI** Independent  
Schools  
Inspectorate

## **Focused Compliance and Educational Quality Inspection Reports**

**Cransley School**

**May 2019**



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## School's Details

<b>School</b>	Cransley School			
<b>DfE number</b>	896/6017			
<b>Registered charity number</b>	506907			
<b>Address</b>	Cransley School Belmont Hall Belmont Road Great Budworth Northwich Cheshire CW9 6HN			
<b>Telephone number</b>	01606 891747			
<b>Email address</b>	admin@cransleyschool.org.uk			
<b>Headmaster</b>	Mr Richard Pollock			
<b>Chair of governors</b>	Mr Stephen Hine			
<b>Age range</b>	4 to 16			
<b>Number of pupils on roll</b>	182			
	<b>Boys</b>	84	<b>Girls</b>	98
	<b>EYFS</b>	5	<b>Juniors</b>	68
	<b>Seniors</b>	109		
<b>Inspection dates</b>	8 to 10 May 2019			

## 1. Background Information

### About the school

- 1.1 Cransley School is a non-selective independent day school for boys and girls aged between 4 and 16 years. It is a charitable trust governed by a board of trustees. Since the previous inspection, a new headmaster was appointed in 2016 and a new deputy headteacher in 2017. A new sports pavilion has been built and some areas of the school have undergone refurbishment.
- 1.2 The school was founded in 1934 as a girls' preparatory school in Bowden, Cheshire. In 1977, it moved to its current site at Belmont Hall to cater for girls up to the age of sixteen. The school introduced boys into the senior school in September 2014 and is now fully co-educational. The senior school is situated in a former manor house, while the lower school and some specialist facilities are accommodated in buildings within the grounds.

### What the school seeks to do

- 1.3 The school's aim is to provide opportunities for individual academic effort, attainment and achievement; to ensure pupils have excellent attitudes to school and themselves; to promote excellent pastoral, spiritual, ethical and moral understanding, and to foster an independent, reflective, risk-taking, responsible and aspirational work ethic.

### About the pupils

- 1.4 Pupils come from a range of professional and business families from the immediate and wider school area, with a small minority of pupils from minority ethnic groups. Nationally standardised test data provided by the school indicate that the ability of the students is above average. The school has identified 78 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyscalculia, 20 of whom receive additional specialist help. Six pupils in the school have an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for three pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 12 junior and 19 senior pupils as being the more able in the school's population, and the curriculum is modified for them.

## 2. Regulatory Compliance Inspection

### Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

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

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

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

## Key findings

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

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

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools.
- 2.4 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.
- 2.5 **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 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.

**2.15 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. 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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Senior 1	Year 7
Senior 2	Year 8
Senior 3	Year 9
Senior 4	Year 10
Senior 5	Year 11



## Key findings

3.1 The quality of the pupils' academic and other achievements is good.

- Pupils work hard to fulfil their ambitions but do not always receive consistent feedback from their teachers to help them make further progress.
- Pupils' communication skills are well developed.
- Pupils achieve to a high level in a number of extra-curricular activities.
- Pupils enjoy learning but are not always challenged and engaged consistently across all subject areas to help them make more rapid progress.

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

- Pupils have excellent levels of self-knowledge and perseverance.
- Pupils show excellent collaborative skills.
- Pupils display an excellent level of respect towards others.
- Pupils are extremely kind and caring and display an excellent moral understanding.

## Recommendations

3.3 The school is advised to make the following improvements:

- Strengthen pupils' understanding of how to improve their work across all subject areas by providing them with consistently effective feedback.
- Promote the achievement of all pupils by ensuring that all teaching challenges and engages pupils effectively.

## The quality of pupils' academic and other achievements

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

3.5 Junior school pupils are able to develop their knowledge, skills and understanding successfully across the curriculum. They understand how to learn effectively and meet their teachers' expectations with confidence. In the senior school, pupils, including those with SEND and EAL, develop strong and secure subject knowledge across a range of subjects. They apply their skills well from one area of learning to another and link theoretical concepts effectively to practical situations. They participate actively in class and enjoy making pertinent contributions. In an English lesson, pupils made perceptive comments on the motivation of the main characters in *A Midsummer Night's Dream*. They demonstrate good awareness of their prior learning and are able to build on this to progress to the next level. For example, pupils showed good recall of key vocabulary and grammatical concepts in German and used it to work out the meaning of more complex sentences. Pupils are able to present information and arguments logically and identify cause and effect, as evidenced by some high-quality history projects on the slave trade in Year 8. Pupils demonstrate good practical skills in physical education, science and food technology. All parents who responded to the pre-inspection questionnaire agreed that the school helps pupils to develop skills for the future.

- 3.6 In the junior school, pupils display excellent levels of communication and apply these skills to all areas of the curriculum. In one lesson observed, pupils were able to demonstrate an effective use of persuasive language to market a product. They say that because they regularly practise their communication skills, they are better equipped to understand and learn new topics and concepts. Children in the Reception class are developing their reading and writing well. Senior pupils' communication skills are good in all areas. They are very confident in giving presentations to their peers, teachers and other adults, both in the classroom and in assemblies. They relish the challenge of debating and do so with skill. They communicate confidently with adults and with one another. Writing is mostly fluent and accurate, allowing them to express views clearly. They are good listeners and respect one another's views. They willingly ask questions to deepen their knowledge and understanding. More able pupils use subject specific language accurately, argue their viewpoints well and explain their thinking effectively. For example, in a Year 10 geography lesson pupils clearly and succinctly explained the environmental problems experienced by modern cities.
- 3.7 Children in Reception display good mathematical skills. For example, during a game of hide and seek they could all count to twenty, and many to thirty, understanding the difference between odd and even numbers. Junior school pupils display a good understanding of numeracy and can apply their knowledge to all areas of the curriculum to good effect. They work confidently with numbers and are able to describe and explain their work clearly because teaching builds confidence through practice and revisiting prior learning. Senior school pupils enjoy the challenge provided by mathematics lessons and appreciate opportunities to practise applying new concepts and knowledge to solve problems, which they do with increasing success and confidence. They use their mathematical skills effectively across a range of subjects, for example to interpret climate graphs and hydrographs in geography, to solve density equations in physics and calculate compound interest in business studies. Pupils are mostly confident in their use of mathematical terminology. Pupils of all ages use ICT across the curriculum to increasingly good effect. They successfully use a range of devices, including tablets and desktop computers, to enhance their learning. They understand the benefits of different software and use it confidently. Senior school pupils in particular use the internet effectively to research projects and productively use software that supports collaborative learning.
- 3.8 In the junior school, pupils are beginning to understand how they learn. Consequently, they develop good study habits and techniques. They use a range of skills to draw conclusions from their work and aspire to ask higher order questions and work with their peers to solve problems. Some pupils display excellent study skills and have already developed strong analytical thought processes, for example in a project where more able pupils were able to evaluate life in Roman times from the research they uncovered. In the senior school, pupils work productively together to carry out effective research in order to complete team projects. They enjoy challenging one another's views and drawing on one another's different approaches and learning styles. More able pupils are adept at analysing and evaluating information to draw logical conclusions. They demonstrate good problem-solving skills and enjoy thinking for themselves when they are given the opportunity. Pupils generally develop good work habits and learn to make the best use of their time. They choose sensibly from a range of different revision techniques suggested by teachers as they discover what works best for them. In the pre-inspection questionnaire, as well as in interviews, a small minority of pupils felt that marking and feedback do not help them improve. When looking at pupils' work, inspectors found that there was some inconsistency across subject areas and year groups, which meant that pupils did not always know how best to improve their work.

- 3.9 Throughout the school, pupils work hard to meet their targets. Pupils with SEND or EAL perform as well as their peers as a result of effective individual support. In the EYFS, children make good progress that is consistent with their age and development. By the end of Reception, their profiles indicate that they are meeting and, in some cases, exceeding expectations in the seven key areas of development. In nationally standardised tests taken by junior school pupils in the three-year period between 2016 and 2018, results in English have been above the national average. Results in standardised tests in mathematics during the same period have been broadly average. Results in GCSE examinations between 2015 and 2017 have been above the national average. This good level of attainment is due in no small measure to small class sizes, promoted by governance and leadership, rigorous tracking systems and the fact that teachers have an excellent understanding of the individual needs of the pupils. An overwhelming majority of pupils and parents who responded to the pre-inspection questionnaire felt that teaching helps pupils to learn and make progress.
- 3.10 The school is successful in achieving its aim of encouraging pupils to strive to be the best they can be. Pupils' achievements outside the classroom are good and often excellent. Pupils are rightly proud of particularly notable achievements in sport, art and the performing arts. Drama productions and individual performers have won prestigious national awards. During the inspection, pupils performed an innovative production of *Hamlet* to a high standard, with pupils contributing not only on stage but also by providing technical support and in designing and making vibrant and expressive costumes. Young artists, including children from the EYFS, have won competitions at regional and national level. A number of elite athletes have achieved significant success and selection for national teams in tennis, netball, swimming and athletics. The school is particularly effective in helping pupils to find extra-curricular activities in which they can excel and in nurturing their talent. The leadership and management of the school go to great lengths to support pupils in their endeavours and celebrate their achievements accordingly. The school's investment in performance facilities shows that governors support this aspect of its pupils' achievements.
- 3.11 Junior school pupils display an excellent attitude towards learning. They respond well to the motivation of their teachers to 'be their best self at all times'. They enjoy learning and are equally productive whether working independently or collaboratively, at home or in school. In the senior school, pupils enjoy their learning most when they are actively engaged and involved and feel that they are making real progress. They are less focused and attentive when lessons provide a more passive experience. They have a good work ethic and take pride in their achievements. Much of pupils' work seen during the inspection was well presented and organised. In particular, pupils thrive on the praise, support and encouragement of their teachers, with whom they have exceptionally positive relationships.

## The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Throughout the school, pupils know their own strengths and weaknesses very well and set realistic targets for improvement, both academically and on a personal level. They are very well versed in self- and peer-assessment, which has a positive impact on their learning and performance as well as their mental health. Junior school pupils develop high levels of self-esteem and self-confidence. They take great pleasure in talking to visitors about school life and are keen to express how happy they are. In lessons, they confidently discuss their answers and show great resilience in tackling errors in their work. Senior school pupils exhibit a great deal of self-discipline as they focus on realising their ambitions. They demonstrate perseverance in the face of difficulty and have a refreshing honesty when articulating their feelings, confident that their peers and teachers will listen to them respectfully and sympathetically. They are not afraid to make mistakes. They are self-assured in their dealings with adults on a one-to-one basis and confidently perform in front of an audience because of the many opportunities the curriculum provides for drama and public speaking.
- 3.14 Pupils have an excellent moral understanding. In their daily lives, junior school pupils strive to treat others as they would like to be treated. They understand systems of rules in school and the laws of the country. Senior school pupils are acutely aware of the difference between right and wrong. Because they are grateful for the support of their teachers, they refrain from behaviour that might betray that gratitude and respect. In discussions, some pupils felt that a small minority of their peers fail to follow the school rules and are unable to accept responsibility for their own actions. Inspectors found that where this is the case, the school deals effectively with minor misdemeanours. Almost all parents who responded to the pre-inspection questionnaire agreed that the school actively promotes good behaviour. Written work in personal, social and health education (PSHE) shows that pupils in the senior school take a keen interest in the moral dilemmas associated with topical issues, such as the growing problems of knife and hate crime, drug abuse and climate change.
- 3.15 Junior school pupils display an excellent spiritual understanding, and they frequently take part in activities which emphasise the positive value of non-material aspects of life. In an assembly, pupils sensitively discussed the natural world and their response to it. Throughout the school, pupils display tolerance and acceptance of different religions and beliefs. Senior school pupils say that they appreciate opportunities they have for quiet reflection and that they enjoy learning about different beliefs and faiths. They reflect maturely on their own good fortune and acknowledge the importance of spirituality, for example reflecting on the power of prayer and the existence of God in a religious studies lesson. They discuss sensitive issues such as euthanasia and abortion with compassion and empathy.
- 3.16 In the junior school, pupils show excellent collaborative skills and are able to solve problems and achieve common goals with others in a highly effective way. For example, during a Reception class music lesson, children co-operated with each other to work out the rhythm of the song to which they were dancing. Senior school pupils show an outstanding ability to work efficiently with others. They are accustomed to collaborating in topic work and adapt positively to different groups and leadership styles, being equally comfortable as group leaders or group members. They see this as a valuable opportunity to gain a useful skill for later life and say that they develop their leadership and listening skills as a result. Outside the classroom, they successfully develop teamwork through involvement in projects such as The Duke of Edinburgh's Award or helping to organise whole-school events. They work together to support high-quality drama productions by providing technical support or taking to the stage. They enjoy promoting the school and act as excellent ambassadors on open mornings and in hosting new pupils on taster days. Pupils are proud of the fact that they display sportsmanship in competitive matches and are equally gracious in victory or defeat.

- 3.17 Junior school pupils display an excellent level of respect towards others in the school. They value diversity and show both empathy and compassion in their dealings with other pupils and members of staff. They have a very sensitive nature and understand that those from different backgrounds can have different beliefs. Throughout the school, pupils are proud of the fact that everyone gets along well with everyone else, irrespective of race, gender, age or disability. All parents responding to the pre-inspection questionnaire felt that the school actively promotes values of democracy, respect and tolerance of other people. Pupils from different year groups mix easily with each other with the result that younger pupils feel that they mature more quickly. They also feel accepted and valued. Year 11 leavers spoke affectionately about how welcome the school had made them feel from the outset. In PSHE lessons, pupils express strong feelings in their journals against religious discrimination and the lack of tolerance in evidence in society at large.
- 3.18 Pupils readily embrace opportunities to make well-informed decisions that have an impact not only on their own success and well-being but also on the quality of their peers' experience at school. For example, they reflect on their preferred learning styles and discuss them with their teachers. They draw up their own revision schedules and identify revision techniques. They learn how to manage their time effectively and prioritise tasks. Pupils are empowered to make informed decisions through the school council and choose which charities to support. They have an input into whole-school decisions on issues such as lunchtime menus, environmentally friendly initiatives and assembly topics. Junior school pupils learn how their decisions can have consequences both in the short and long term. In an assembly, pupils reflected maturely on their ability to make a significant impact on the environment. In the senior school, pupils often choose their own tasks in class to consolidate a topic. For example, in a physics lesson observed, all pupils made sensible decisions in choosing the appropriate difficulty level of task to determine the density of gold. This enabled all pupils to challenge themselves.
- 3.19 Junior school pupils are very clear on how to stay safe online, at home, at school and in public. Pupils generally have an excellent understanding of how to stay healthy and the importance of both physical and mental well-being. The vast majority of pupils willingly embrace the opportunity to keep fit by representing the school in team sports and understand the importance of a healthy diet and regular exercise. They understand nutrition from a scientific standpoint and take a keen interest in the content and provenance of what they eat. They are equally aware of the significance of body image and how this can trigger eating disorders. They understand the importance of assuming responsibility for their mental health and taking advantage of the listening culture that prevails to share problems and concerns before they become insurmountable. They recognise the symptoms of stress and how to cope with it. Pupils value access to a counsellor who runs voluntary sessions once a week and the mindfulness sessions which have recently been introduced as examinations approach. Pupils discussed the importance of art and music to enable them to relax, away from the pressures of school work. Pupils are very confident that they know how to stay safe online and, through the PSHE programme, are fully aware of the dangers of social media, digital footprints, meeting strangers online and cyber-bullying amongst others.
- 3.20 Pupils actively contribute to the lives of others in the school, the local community and the wider world. Charity work is an important element of this, with Year 9 pupils being responsible each year for choosing which charities to support and deciding on how to raise money. Pupils appreciate the way in which this enhances their awareness of people less fortunate than themselves. Older pupils willingly act as mentors to their younger peers, particularly those who are going through difficult times. In the EYFS, pupils are nurtured and encouraged to look after each other, supported by teachers who work hard to create a warm and friendly environment. There is a marked culture in the school whereby pupils are mindful of the needs and problems of their fellow pupils. Kindness and consideration are at the heart of pupil relationships, thus creating a safe environment in which pupils can flourish without fear of being themselves. In this, the school clearly achieves its stated aim of nurturing relationships.

## 4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair and vice-chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended 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 Stephen Fox	Reporting inspector
Mr Devin Cassidy	Compliance team inspector (Headmaster, HMC school)
Miss Claire Preece	Team inspector (Deputy head, GSA school)
Mr Justin Spanswick	Team inspector (Head, ISA school)