



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Eton End School

May 2019



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School's Details

School	Eton End School			
DfE number	868/6017			
Registered charity number	310644			
Address	Eton End School 35 Eton Road Datchet Slough Berkshire SL3 9AX			
Telephone number	01753 541075			
Email address	admin@etonend.org			
Headteacher	Mrs Sophie Banks			
Chair of governors	Mr James Clark			
Age range	3 to 11			
Number of pupils on roll	241			
	Boys	76	Girls	165
	EYFS	71	Pre-Prep	69
	Prep	101		
Inspection dates	14 to 16 May 2019			

1. Background Information

About the school

- 1.1 Eton End School is an independent day school for boys and girls aged between 3 and 11 years. Founded in 1936 following a request from Eton College Masters to start a school for their children, the school is a charitable trust with a governing body. The school comprises three sections: Nursery for children aged rising three, Pre-Prep for pupils from Reception to Year 2 and Prep for pupils from Year 3 to Year 6.
- 1.2 Since the previous inspection the school has allowed boys to continue at the school beyond Year 2 and they have now reached Year 4. A new headmistress was appointed in September 2018.

What the school seeks to do

- 1.3 The school's aims and ethos, based on the philosophy of the Parents' National Educational Union (PNEU), are summed up in its motto 'I am, I can, I ought, I will'. The school seeks to provide a rich, holistic teaching and learning environment where each child feels safe, valued and happy and where children can grow in confidence, self-esteem and academic achievement. The objective is that at each stage pupils will be enabled to act and think independently, equipped with suitable skills for the next phase of their life.

About the pupils

- 1.4 Pupils come from families with a range of professional and business backgrounds, covering a broad, multi-cultural demographic living within a ten-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified nine pupils as having special educational needs and/or disabilities (SEND), all of whom receive specialist support. No pupil in the school has an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for 14 pupils, of whom four receive additional specialist help. The curriculum is modified for 51 pupils that the school has identified as being the most able in the school's population.

2. Regulatory Compliance Inspection

Preface

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

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

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

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

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

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

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

Key findings

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

PART 1 – Quality of education provided

- 2.2 The school measures attainment using national curriculum tests. In the years 2015 to 2018, the results were above the national average for maintained schools.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

PART 6 – Provision of information

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. 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 with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

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

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

3. Educational Quality Inspection

Preface

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

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

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

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

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

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

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils' skills, knowledge and understanding are highly developed and applied successfully across the curriculum.
 - Pupils' communication skills are excellent. They speak articulately, listen attentively and write effectively.
 - Pupils display excellent attitudes to their learning from an early age.
 - Pupils reach above average standards of attainment across the curriculum, especially in English, mathematics and science.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils display strong self-confidence, resilience and a commitment to improve their learning and performance in readiness for the next stage of their lives.
 - Pupils accept responsibility for their own behaviour, with a clear sense of right and wrong, and show kindness and consideration towards others.
 - Pupils display excellent social awareness and collaborate very effectively for the benefit of all.
 - Pupils' respect and tolerance for others are excellent.

Recommendation

- 3.3 In the context of these excellent outcomes, the school might wish to consider the following recommendation:
- Increase the opportunities for pupils to develop their study skills by extending opportunities for outdoor learning.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Evidence from lesson observations, pupils' work, scrutiny of leavers' destinations, national curriculum tests and the school's own assessment data shows attainment to be above average in relation to national age-related expectations. All pupils, including those requiring additional support, make good progress and often progress is excellent, such as in the Early Years Foundation Stage (EYFS), where most children reach or exceed national expectations in the Early Learning Goals. Pupils with SEND or EAL achieve and progress well in line with their peers, as they are well supported by teachers who understand their individual needs well. More able pupils are extended with higher level work, for example pupils showing talent playing a musical instrument also study the theory of music. Pupils have a clear understanding of what they need to do to make progress due to effective support from teachers at each stage of their learning. Leaders and governors have ensured that thorough monitoring of pupils' progress through assessment and evaluation combined with detailed planning and collaboration by teachers provides work appropriate to pupils' needs. Pupils' progress and achievement is helped by the sensitive use of verbal and written feedback from teachers who encourage perseverance and self-reflection. Most parents' responses to the pre-inspection questionnaires agreed that the school effectively meets their children's educational needs, and that teaching enables their child to make progress. School leavers are successful in gaining places at senior schools with competitive entry requirements, for which they are prepared well.

- 3.6 Pupils of all ages and abilities show highly developed skills, knowledge and understanding across the range of their learning. They draw on previous knowledge and apply appropriate skills to their learning in different subjects. Pupils say that their teachers are helpful and they value the extra provision of break-time clinics for additional support. Young children in the EYFS use scissors and tape successfully in constructing models from re-cycled materials. Younger pupils in the prep school make rapid progress in their understanding of capacity with sensible and accurate estimations through well planned, suitably paced teaching that challenges all abilities effectively. Older pupils demonstrate strong scientific vocabulary when investigating properties of materials and display excellent problem-solving strategies in deciphering codes. They are encouraged to take risks and persevere, prompted by sensitive open-ended questioning. Pupils' skills, knowledge and understanding are further developed by specialist subject teachers and the 'Skylark' talks from parents on their occupations that enables pupils to extend their knowledge of areas that are outside of the standard curriculum.
- 3.7 Throughout the school, pupils are excellent communicators. Pupils are articulate; they speak and read aloud with confidence, benefiting from a range of speaking opportunities from an early age. Younger pupils make presentations to their parents and other pupils on topics from their work or famous people such as Roald Dahl. They participate in French verse speaking, poetry recitals and plays, and all Year 6 pupils speak publicly in Eton College lower chapel. Those who find speaking or socialising more difficult receive support from the 'Sparks' club where they have discussions in small groups at break times. Children in the EYFS also benefit from the 'Chatterbox' club where they develop their speech and language skills. Pupils listen intently to their teachers and respectfully to one another, as in a lively discussion about the nature of open and closed questioning in a study of *'The Highwayman'*. They reported that they enjoy writing because they can use their imagination and there are no limits on what they can do. Older pupils show a high standard of written English, incorporating a range of styles including character description, poetry and formal letters. The more able typically use a wide range of vocabulary and varied sentence structure. Pupils make good use of success criteria provided by their teachers to ensure they make expected progress.
- 3.8 Most pupils show a high level of competence in their numerical skills and can apply these effectively to analyse and investigate data in other areas of their learning. Children in the EYFS can use a ruler to measure a piece of cress accurately and can count to twenty in both English and Spanish, recognising the numbers as both words and digits. Younger pupils in the prep school can explain addition, subtraction and equals symbols clearly and use these to solve simple number equations successfully. Older pupils show strong knowledge of metric measurements and apply their mathematical skills successfully, for example in geography, when calculating the volume of water used in their family household. Thorough planning together with reminders of the values of collaborating and persevering from teachers help promote these successful outcomes.
- 3.9 Pupils are competent users of Information and communication technology (ICT) and make good use of research, presentation and data-handling skills to enhance their performance in other areas of their learning. Pupils develop good coding skills and they use control technology and a variety of popular information handling products well. In science, older pupils use technology to log data and digital microscopes effectively. Pupils used tablet computers confidently in their art lesson in order to take photos of flowers to help them create compositions in the style of Georgia O'Keeffe. Governors and school leaders enhance the accessibility of digital technology successfully through provision of equipment, expertise and a range of ICT-based clubs.

- 3.10 Pupils develop effective study skills as they progress through the school helped by the implementation of a culture to develop the pupils' minds introduced by school leaders and discussed with parents. This 'growth mindset' encourages a love of learning and develops resilience. Children of all abilities can contribute freely and more able pupils can demonstrate more sophisticated thinking skills because of the provision of well-planned activities and open-ended questioning by teachers. This helps to meet the school's aim of fostering a confidence which enables pupils to think and act independently. Older pupils demonstrate systematic analytical skills when evaluating their design and build of a moving toy, while young children in the EYFS show intellectual curiosity as they explore digital resources to create realistic buildings. Pupils reported that they were able to research and present their work in different ways, for example the extended science topic on children's health undertaken by Year 6 pupils. At times, pupils are given less opportunity to freely explore and draw on a range of resources to hypothesise and analyse as the framework for their activities is more rigidly structured. In responding to the questionnaire, pupils commented that they would appreciate greater opportunity to extend their study skills in the outdoor environment.
- 3.11 Pupils achieve well in a variety of activities outside of the classroom, especially in collaborative enterprises. Pupils are successful in their entry examinations to senior schools and gain a significant proportion of scholarship awards. Teachers' initiatives, encouragement and challenge empower this achievement through enrichment activities, cross-curricular days and events such as the Tim Peake conference, where pupils successful in winning a competition to attend subsequently won a badge which travelled into space with him. In the performing arts, pupils gain a range of good and excellent passes in external speech and music examinations. They collaborate successfully in several musical ensembles and the chamber choir performs to a high standard in Eton College lower chapel. All pupils have participated in a national art competition and pupils' artwork has been displayed at the National Gallery. Pupils compete well in team sports and have achieved individual success in tennis and taekwondo. Pupils enjoy success in a range of inter-school competitions in activities as diverse as a national mathematics challenge, an international schools' global citizen's award in recognition of their passion for helping others, and a local county show's scarecrow competition.
- 3.12 Pupils' attitudes to learning are excellent. They work purposefully, with great enthusiasm and high standards of behaviour. They are at ease working alone or collaborating with peers in groups. In interviews with inspectors, pupils reported, 'We like to discuss and learn from others. We all have our strong points and so make good teams.' Younger pupils collaborated fruitfully in their construction club to build a zoo and through their conversations, develop an imaginary scenario to play with it. Pupils showed curiosity in mathematical investigations on length discussing metric and imperial measurements and musing on the length of one's intestine. Pupils are willing to persevere in the challenges that face them. Younger pupils develop their ability to change nouns into plurals with the correct spellings, while pupils practising their musical instruments seek to improve their performance with determination. In an ICT lesson, older pupils were seen to show great initiative and work highly effectively together in developing a personalised solution to a problem-solving challenge. Consistent encouragement and support provided by teachers who know them well enables pupils to view challenge as an opportunity to be approached positively and to meet the school's aim of encouraging pupils to be enthusiastic learners prepared for the future.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 As they progress through the school, pupils develop a keen awareness of their strengths and weaknesses. They gain self-confidence through praise and varied opportunities to perform before others in competitions such as 'Eton End's Got Talent', 'Poetry by Heart', in street dance and in representing the school at sport. In music, pupils can play in groups, duets or as soloists, where supportive and encouraging feedback builds positive self-esteem. The challenges offered by residential visits in the UK and abroad further strengthen the pupils' resilience. The school is successful in meeting its aims of developing pupils' confidence and self-esteem. The introduction of the Eton End 'High Five', a focus on the skills of curiosity, collaboration, perseverance, resilience and courage, has encouraged pupils not to be anxious about failing. Children in the EYFS are able to explain and relate the importance of perseverance and resilience to their day to day life. Pupils take pride in their work, enjoy rising to challenges and are well prepared for success in examinations that enables them to look forward to their next school with confidence.
- 3.15 Pupils learn to make decisions determining their own future success from an early age. Children in the EYFS can make their own decisions about how to spend their 'choosing' time from a good range of resources and quickly settle to their chosen activity. Prep pupils can choose 'mild', 'hot' or 'spicy' tasks in mathematics, based on a variety of work matched to pupils' needs. When covering the topic of children's health in science, older pupils relish the opportunity to choose an aspect to study independently. Pupils plan the use of their time and can choose to go to a mathematics clinic, the ICT suite or the library at lunch time to develop their skills. The school council enables pupils across the school to be actively involved in making decisions that can benefit themselves and others.
- 3.16 Pupils develop a strong appreciation of the non-material aspects of life. Pupils can reflect quietly during mindfulness sessions in personal, social, health and economic education (PSHE), at the end of assemblies and at their yoga activity. Pupils showed a high level of appreciation for kindness, helpfulness, resilience and bravery when discussing inspirational people during an assembly and reflecting quietly on their learning. Pupils are given opportunities to develop spiritually through their appreciation of the creative arts and through the religious education (RE) syllabus. In showing an appreciation of the aesthetics of music and art, younger pupils responded and interacted to the music instinctively by marching around the room. Older pupils discussed the way artists such as Picasso represented the human form. Pupils show strong appreciation of the natural world and the environment in many of their voluntary activities such as eco-monitors, gardening, den-building and pond patrol.
- 3.17 Pupils throughout the school are extremely polite and courteous. They behave respectfully towards one another and demonstrate a well-developed sense of right and wrong. Pupils contributed to the school's behaviour ladder, displayed in each classroom, and have a strong understanding of the ladder's levels and how the consequences are linked to right and wrong choices that they may make. Clear guidance in assemblies and lessons has enabled a culture of kindness and pupils take positive action when unkindness or bullying occurs. They are confident that issues will be dealt with fairly and appropriately. This is enhanced by the 'Best of Buddies' pupil initiative, whereby younger pupils can choose Year 6 pupils to help them with their problems. Year 6 pupils understand their positions of responsibility well; they are positive role models and excellent ambassadors for the school.

- 3.18 Pupils of all ages work together highly effectively. In response to the inspection questionnaire, an overwhelming majority of parents agreed that the school helps their child to develop strong teamwork and social skills. Pupils respond purposefully to the collaboration value of the school's 'High Five', supporting each other in communal enterprises, achieving common goals and solving problems in an atmosphere of mutual respect and support. This is underpinned by the positive reinforcement provided by teachers that encourages pupils to improve their performances confidently. Children in the EYFS worked readily and happily in groups to practise greetings and responses in Spanish. Prep school pupils worked as a team filling pots with compost, sowing seeds and watering in a break-time activity. Older pupils pooled their ideas and effort to create a new world from re-cycled materials and worked harmoniously to solve the problem of building a house from limited resources in ICT. Pupils from across the prep school exhibited excellent teamwork in rehearsing and performing a high energy street dance routine. Pupils social skills develop and thrive in an environment where a clear sense of community, team spirit and citizenship are highly valued.
- 3.19 Pupils contribute to the school community with great enthusiasm. Children in the EYFS help the school groundsman to keep their outdoor space neat and tidy. An enterprising group of Year 4 pupils formed themselves into the 'Plastic Pollution Force' to reduce the use of plastic in school and find ways in which it can be productively re-cycled. Older pupils support younger pupils effectively in mixed-age group activities, particularly through the house system and in school events such as 'Eton End Olympics', a recycling fashion show or in paired reading. The pupils value the school council as a system that enables them to work together to achieve common goals and make a positive difference to their experience and the experience of others. Pupils can participate with the wider community when working alongside local maintained school pupils who are invited for challenge activities such as 'Brainiac' day, where Year 2 pupils worked on deduction and problem-solving activities. Pupils are encouraged to appreciate the circumstances of those less fortunate than themselves and actively support them through fund-raising events.
- 3.20 Pupils enjoy and benefit from the diversity of the backgrounds, cultures and faiths found within the school. They show a mature and respectful understanding and appreciation of the distinctive characteristics of both their own and other people's cultures and reject prejudice and discrimination. Pupils of all ages show instinctive tolerance and respect for others regardless of gender, background, ability or race. Their relationships are natural, warm and friendly. Pupils are encouraged to share their experiences and to talk about and record information about their cultures. Children in the EYFS share how to use scarves to make traditional outfits for their culture and write and draw pictures about different cultural weddings. Pupils develop an understanding of Christian values and other religious beliefs and traditions through assemblies, services and lessons. Older pupils' studies of world faiths demonstrate a good understanding of the cultures and rituals of others. All parents and almost all pupils who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.21 Pupils know how to stay safe and have a well-developed understanding of what they need to do in order to achieve a healthy body and mind. Pupils feel safe at school and have drawn up their own code of conduct for the dens they create and play in. They are confident about what they need to do to remain safe online as a result of the e-safety training they receive. In an assembly, pre-prep pupils showed that they knew how to stay safe in the sun. Pupils understand the importance of exercise and a healthy diet are aware that their mental health is as important as their physical health. Pupils are supported with this in assemblies, in personal, social and health education lessons and through opportunities available outside the classroom. Pupils contributed maturely to an assembly in the school's mental health week, making sensible suggestions as to how they can look after themselves if they are feeling stressed or pressured by work. They can articulate clearly how they are feeling and what they can do in order to achieve an appropriate balance of work and leisure. The positive efforts of the school's leaders and governors enables the aims for pupils to feel safe, valued and happy to be met successfully and provides pupils with opportunities to develop excellent habits for life.

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 a group 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 Vaughan Jelley	Reporting inspector
Mr Robert Lilley	Compliance team inspector (Head, IAPS school)
Miss Claire Corkran	Team inspector (Head, IAPS school)