



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Eversfield Preparatory School**

**January 2022**

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### School's Details

<b>School</b>	Eversfield Preparatory School			
<b>DfE number</b>	334/6000			
<b>Registered charity number</b>	528966			
<b>Address</b>	Eversfield Preparatory School Warwick Road Solihull West Midlands B91 1AT			
<b>Telephone number</b>	0121 705 0354			
<b>Email address</b>	enquiries@eversfield.co.uk			
<b>Headmaster</b>	Mr Robert Yates			
<b>Chair of governors</b>	Dr Timothy Brain			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	302			
	<b>Lower</b>	84	<b>Middle</b>	107
			<b>Upper</b>	111
<b>Inspection dates</b>	11 to 14 January 2022			

## 1. Background Information

### About the school

- 1.1 Eversfield Preparatory School is an independent co-educational day school for pupils between 3 and 11 years of age. The school was founded as a Christian school for male pupils in 1931 and became co-educational in the late 1990s. The school is an educational trust overseen by a board of governors.
- 1.2 The school comprises three sections: Lower School for children in Kindergarten, Nursery and Reception, Middle School for pupils in Years 1 to 3 and Upper School for pupils in Years 4 to 6.
- 1.3 Since the previous inspection a new sports hall, indoor swimming pool, additional classroom block and a woodland nature area have been added.
- 1.4 During the period March to August 2020, the whole school remained open only for children of key workers.
- 1.5 During this period of closure the school provided remote learning materials for all pupils.
- 1.6 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.
- 1.7 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.
- 1.8 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.
- 1.9 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.10 The school aims to promote high moral standards along with a breadth of experiences for children to develop their individual talents. It seeks to make children valued members of society, to develop self-confidence and leadership skills and enable pupils to be unafraid to make mistakes in a safe and healthy educational environment.

### About the pupils

- 1.11 Pupils come from within a radius of four miles of the school and represent a range of professional and ethnic backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average compared to those taking the same tests nationally. The school has identified 13 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia, dyspraxia, mild speech and language disorders and autism spectrum disorder (ASD), of whom nine receive additional support. No pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 66 pupils, of whom 13 receive additional support for their English. Data used by the school have identified 26 pupils as the most able in the school's population, and the curriculum is 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. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

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

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 in the school. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

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

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

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

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

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

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

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

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

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any pupils 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. 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

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

- Pupils are excellent communicators. They speak articulately with confidence, write with high levels of competence, read fluently and listen attentively.
- Pupils of all ages have excellent attitudes to their learning, readily taking ownership of and responsibility for their learning.
- Pupils throughout the school have excellent study skills. They become independent learners from an early age.
- Pupils' achievement over time is excellent overall. Pupils of all abilities and backgrounds achieve highly and often in advance of expectations for their ages.

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

- Pupils have an excellent understanding and appreciation of diversity.
- Pupils' moral understanding is well-developed. They demonstrate the importance of accepting responsibility for their own behaviour.
- Pupils' social development is excellent. They interact and collaborate positively to solve problems with others.
- Pupils make consistently sensible decisions. They have an excellent understanding of how their decisions affect themselves and others.

#### Recommendation

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

- Ensure that pupils' achievements across the entire range of subjects is equally strong through equivalently high expectations of work across the curriculum.

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

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

3.5 Pupils are excellent communicators who respond positively to the extensive range of opportunities provided. They develop their linguistic skills to a high level due to the clear expectations set for them. Pupils speak articulately, confidently and with self-assurance. They are polite at all times and converse



with adults in a mature and meaningful manner. They communicate well with each other, respecting the views of their peers and teachers. Pupils' speaking and listening skills are excellent across all age groups and they speak their thoughts without fear. This was apparent in a Year 5 religion and philosophy lesson where pupils shared openly their ideas about the nature of miracles. Pupils discuss a range of topics with depth and confidence. This was seen in a lively debate about energy use in a Year 6 science lesson. Pupils display wide-ranging vocabulary and can use advanced terminology in context during lessons and in interview. Pupils respond well to complex instructions from an early age. For example, Reception children follow with ease what they are asked to do when taking responsibility for partitioning number. Pupils write effectively for a number of purposes as seen in a Year 4 English lesson where pupils develop their explanatory writing using specific vocabulary and sentence construction. In a Year 3 history lesson, pupils used alternative forms of communication successfully when describing their new topic vocabulary using actions and mime.

- 3.6 Pupils have excellent attitudes to learning and develop high levels of independence and collaboration from an early age. They work well in a variety of groupings and show a willingness to take ownership and leadership of their learning. Pupils are inspired and motivated to learn and show high levels of enthusiasm and perseverance in the classroom. Pupils listen carefully and display high levels of understanding as seen when Year 2 pupils took responsibility and worked diligently and co-operatively when shopping tables and giving change, explaining with confidence their understanding of the different value of coins. Pupils are responsive learners who draw on acquired knowledge to promote their understanding. In a Year 5 geography lesson, pupils explored the vocabulary associated with coastal features with competence and accuracy and could identify the features on maps. Pupils' highly positive attitudes are developed by their response to the effective pace of lessons, the challenging open-ended questioning of their teachers and the extended tasks which they are given. They are eager to learn and develop and display the learning characteristics reflected in school ethos of compassion, aspiration, respect and endeavour (CARE). The school's aims in this regard are fully met.
- 3.7 Pupils develop high levels of study skills from the time they start at the school. Pupils can predict, hypothesise, analyse and synthesise at an age appropriate level. This was observed in a Year 4 science lesson where pupils carried out their experiments and informatively discussed their predictions and results. Pupils display extremely high levels of thinking skills as they progress through the school. They use resources extremely effectively and know which ones to choose. Pupils demonstrate a good level of concentration and are secure in asking perceptive questions to ensure rapid progress. This was seen in a Year 2 history lesson when pupils asked sensible questions and used previously acquired knowledge to sort historical evidence into pertinent categories. Independent project work in mathematics and English demonstrates pupils' abilities to draw from a wide range of sources and use them for their own studies. Pupils can explain clearly why they are completing tasks and how they can adapt them, from an early age, as seen in a Nursery physical education (PE) lesson where children manipulated a parachute to make snowballs roll off its surface.
- 3.8 Achievement and progress over time are excellent for pupils of all abilities. They achieve highly in all subjects overall. Pupils' achievement is strongest when expectations of their work are at its highest. Pupils achieve particularly highly in mathematics, English and science, where they attain well above the average for their age by the time they leave the school. This is because leaders' make highly effective use of tracking and monitoring to enable teachers to match their teaching to pupils' needs. Pupils with special educational needs and disabilities make excellent progress due to the support they receive from the effective learning support department. Almost all parents who responded to the pre-inspection questionnaire agreed that their child's particular individual educational needs are met effectively. Inspection evidence supports this view. The excellent progress that the pupils make is in accordance with the school's stated aim to provide a breadth of experiences for all children to discover and develop their individual talents. Children in the EYFS make excellent progress and their attainment is higher than the national average. A high number of scholarships are achieved at competitive senior schools. Pupils use assessment applications in lessons confidently and their writing develops continually as they follow a graduated learning programme. A small number of pupils who responded

to the questionnaire disagreed that teachers' feedback or marking helped them to improve. However, inspection evidence shows that the clear verbal and written feedback enabled pupils to identify their next steps and how to improve their learning.

- 3.9 Pupils of all abilities achieve very high levels of knowledge, skills and understanding overall across a wide range of subjects. Children in the early years have well-developed control and manipulation skills and apply them with great dexterity in a number of situations. All pupils use subject appropriate skills to a very high level across the curriculum, and the emphasis on skill development ensures pupils consistently improve their understanding. Pupils acquire high levels of knowledge over time and use it effectively both in lessons and during independent learning. An excellent rate of progress is maintained across all age groups. Pupils with SEND and for whom English is a foreign language (EAL) achieve well and all access every aspect of the curriculum in line with their peers. A Year 3 English lesson demonstrated the very clear understanding of the skill steps needed for writing a very detailed recipe.
- 3.10 Pupils show an excellent understanding of a range of numerical concepts and computations and demonstrate very strong acquisition of related mathematical skills. They manipulate number well in order to achieve high outcomes both in lessons and over time. In a highly effective Year 3 lesson, pupils displayed how inverses work between addition and subtraction. Pupils extend their own learning by working independently to create accurate negative number statements. Pupils succeed well with the increasingly difficult material covered in problem-solving lessons and are enabled to achieve at their own level. Numeracy skills are clearly embedded in all lessons and pupils accurately follow the clear step by step processes to achieve success. In a Year 6 lesson, pupils were able to solve a mathematical problem more usually pitched to higher age groups. In a Reception mathematics lesson, children achieved high levels of understanding when counting in tens.
- 3.11 Pupils know how to use computers for a variety of tasks, as seen in a Year 5 religion and philosophy lesson where pupils researched independently the miracles of Jesus. Pupils use portable devices to good effect for research and assessment purposes. This was seen in a Year 6 computing lesson where pupils used information and communication technology (ICT) most effectively to vary tempo and add music to a silent movie. Year 4 pupils in a geography lesson showed excellent understanding of maps accessed from computers and could interpret them with accuracy.
- 3.12 Pupils are highly accomplished across all areas of school life and enjoy their many successes. They have a healthy level of competitiveness and are aspirational in their achievements. They enjoy wide-ranging success in sports where they achieve their school colours. They compete at a high level in local and national events for swimming and county cricket. Pupils have achieved excellent results in the local Young Musician of the Year and have regularly featured near the top in national mathematics competitions. They take lead roles in regional theatre productions. All achieved because pupils are encouraged to follow and develop their interests. Pupils of all abilities perform with confidence and are highly successful in achieving high standards when performing in public. Pupils identified by the school as gifted and talented achieve highly and are supported by staff in all areas by the provision of extra support and challenge in lessons. Pupils' achievements owe much to the governance and leadership of the school, which has been instrumental in providing the much-appreciated sports hall, drama theatre and indoor swimming pool. Pupils' progress is accelerated by these facilities and they successfully improve their dramatic and sporting abilities. Governors show much awareness and empathy for the pupils' academic and personal needs and have advanced pupils' non-academic achievements by funding facilities and resources to ensure the highest possible pupil outcomes. They are active and involved and respond to what the school needs in order to promote pupils' success academically and pastorally. High levels of enthusiasm were observed in clubs where the younger pupils show excitement and diligence in the swimming and fencing activities.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate high levels of respect for, and appreciation of, their own and other cultures. They show sensitivity and tolerance to those from different backgrounds and traditions. For example, British pupils involved French nationals in their break time games by attempting to use their foreign language skills. Pupils appreciate the knowledge that pupils representing different cultures bring to the school. They celebrate different festivals enthusiastically and embrace different food, customs and costume. Pupils enthusiastically promote their understanding of other cultures in discussion and in lessons. They show great empathy towards the situation of others. This was evidenced by Year 6 English books, in independent diary entries and in pen pal letters to Anne Frank. Pupils appreciate and learn from the interactive assemblies which teach them about what is and what is not acceptable. They accept and welcome the deeply embedded culture of respect and inclusivity within the school. In the questionnaire, an overwhelming number of parents agreed that the school treats children fairly regardless of their faith or race and the inspection agrees.
- 3.15 Pupils' moral understanding and responsibility for their own behaviour with regard to others and themselves are extremely high. They have a clear knowledge of right and wrong. They talk about their values in a way that demonstrates a deep respect for the CARE code. Pupils reflect with empathy and sympathy about the plight of persecuted groups of people and discuss reflectively the opinion that basically everyone has a good heart. Pupils treat each other well and speak emphatically about there being no bullying. Pupils speak highly of *Well-being Wednesday* and their moral understanding and mental health is improved by having a regular opportunity to discuss concerns or engage in mindfulness activities. All parents who responded to the questionnaire agreed that the school actively promotes good behaviour. Inspection evidence supports this view. Year 6 pupils model the school rules effectively and set very high examples of behaviour when on duty in the dining room. Pupils' behaviour in lessons is excellent, encouraged by high expectations of the staff and clear classroom management. They are co-operative, active learners who respond positively to adult input and support each other well. This was seen in a Reception lesson where children worked together to practise their counting and multiplication tables. Pupils conduct themselves sensibly and courteously around the school, and converse with animation and engagement.
- 3.16 Pupils have outstanding levels of social development and work effectively with others to share problems and find solutions for a common goal. They show sensitivity for other people and have a clear understanding of what they need to do to ensure positive relationships. They solve problems effectively and are socially aware of other people's feelings. Pupils work industriously and effectively individually, in pairs or small groups, and display high levels of co-operation due to thoughtful lesson planning. This enable pupils to build close social bonds which in turn foster greater learning. Pupils work collaboratively both inside and outside the classroom. In a Year 5 geography lesson, pupils showed high levels of collaborative and active learning when working to locate features and attractions on maps using four figure grid references. Older pupils relate well to the younger pupils. The older pupils are highly respected by others and reflect the high priority given to respect throughout the school.
- 3.17 Pupils are excellent decision makers from an early age. They understand their learning is affected through the choices they make. They organise themselves competently in a variety of tasks and effectively select the most appropriate resources. Older pupils talk enthusiastically about their decisions and the choices they make. In the early years young children make sensible choices such as choosing partners or a group and which resources to choose to complete tasks successfully. Pupils have a clear understanding of how to make informed decisions using research facts to back them up. They can clearly explain their reasoning and, according to the pupils themselves, can affect positively the decision-making of each other through the strength of their arguments.

- 3.18 Pupils exhibit strong spiritual understanding. They demonstrate a clear understanding of their own and other people's religions. The quality of their spiritual reflection was seen in thought provoking work where pupils discussed and commented on the statement, *'I believe that people are really good at heart'*. Pupils' religious education (RE) work contains expressive ideas about why they feel God loves them. They appreciate the non-material aspects of life and talk confidently and with appreciation about the time they are given to reflect, whether it be religiously or personally. Pupils show much empathy with people in challenging situations, as seen in their response to a video of an assembly on Captain Scott and his dealings with the arctic terrain. Pupils' work on the artist Dürer show that they respond thoughtfully to the non-material aspects of life, such as by appreciating and reproducing pictures and explaining how they make them feel. They use natural resources well to create colourful and stimulating pictures. Pupils appreciate the beauty of the world and what some see as the work of God. Children from a young age respond sensitively to the wonders of nature as seen in photographs of children in Reception releasing their butterflies which they watched develop from caterpillars. In discussions pupils speak with pride and affection about the school's values and about the positive contribution the school makes to helping them achieve a balanced and spiritual outlook on life.
- 3.19 Pupils develop excellent levels of self-knowledge, self-esteem, self-confidence, self-discipline and resilience from an early age. Their levels of perseverance are extremely high, and they respond to challenges at all levels with commitment and enthusiasm. This was seen in a year 5 music lesson where pupils responded well to adapting to new challenging music and persevered throughout the lesson. Pupils have a clear and astute understanding of how to improve their own learning, thanks to highly effective teacher feedback and input. Pupils know what their next steps in learning are and talk about these with confidence. Pupils apply their confidence in a self-disciplined manner, as seen in classroom discussions in science, philosophy, English and mathematics lessons throughout the inspection. They show high levels of self-belief during pupil interviews where they discuss a range of personal and sensitive issues with maturity and clarity. Pupils are very well prepared for the next stage of their education. Pupils demonstrate high levels of self-understanding for their age, as seen in a Year 1 English lesson where they explained how they could improve their work using the self-improvement descriptors provided by the teacher. Pupils have a very confident understanding of themselves and as a result of this initiate and engage in conversation with visitors. The leadership of the school, including the governors, is most effective in creating the space and the opportunities for pupils to develop their excellent personal skills. Pupils make highly effective use of the new sports hall for debates and presenting talks and developing drama skills to develop their confidence and self-belief.
- 3.20 Pupils make a significant contribution to the life of the school and the wider community. In discussion, pupils say that they appreciate the buddy system, the House system and the opportunity to represent their school in events within school, locally and nationally. Pupils embrace responsibility from an early age with strong enthusiasm and a high level of understanding. They express themselves clearly about the value of having responsibility and discuss the opportunities they have to be involved in the democratic process of elections for some positions. Pupils exhibit a pride in their school which is reflected in the way they contribute to charitable events and the effective work of the school council. School council representatives choose the charities to support with care and sensitivity. They research them carefully and are aware of how individual charities have helped members of the school community. This is considered thoughtfully when making decisions of which to support. Pupils show an understanding of their responsibility towards the world through their charitable fundraising. They show a clear empathy for those less fortunate than themselves. Pupils are involved regularly in projects that benefit others and all pupils feel fully involved. Almost all pupils who responded to the questionnaire agreed that they understand how to stay safe when online. Inspection evidence supports this view. Pupils demonstrate an excellent knowledge of how to keep healthy and stay safe, including when online. Pupils respond extremely well to the provision for their mental health and speak appreciatively of the pastoral care and the school's staff.

## 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 of governors and the governor with responsibility for safeguarding, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and registration periods. 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 Paul Easterbrook	Reporting inspector
Mr Richard Murray	Compliance team inspector (Headmaster, IAPS school)
Mrs Karen Keeton	Team inspector (Headmistress, IAPS school)