

**Focused Compliance and Educational Quality Inspection Reports**

**Great Walstead School**

**November 2018**



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### School's Details

<b>School</b>	Great Walstead School			
<b>DfE number</b>	938/6203			
<b>Registered charity number</b>	307002			
<b>Address</b>	East Mascalls Lane Lindfield Haywards Heath West Sussex RH16 2QL			
<b>Telephone number</b>	01444 483528			
<b>Email address</b>	gwmail@greatwalstead.co.uk			
<b>Headmaster</b>	Mr Chris Calvey			
<b>Chair of governors</b>	Mr Matthew Searle			
<b>Age range</b>	2 to 13			
<b>Number of pupils on roll</b>	387			
	<b>Boys</b>	211	<b>Girls</b>	176
	<b>Nursery</b>	33	<b>Pre-Prep</b>	92
	<b>Prep</b>	262		
<b>Inspection dates</b>	20 to 22 November 2018			

## **1. Background Information**

### **About the school**

- 1.1 Great Walstead School is a co-educational preparatory school for pupils aged from two to thirteen. Established in 1925 in East Croydon, it is now located on the outskirts of Haywards Heath. All boarding ceased from September 2018. The school is a charitable company, directed by its governors. The current headmaster took up his post in September 2017.
- 1.2 The school comprises three sections: the Nursery, for children aged from two to four; the Pre-Prep, for pupils aged from four to seven; and the Prep, for pupils aged from seven to thirteen.
- 1.3 Since the previous inspection, the use of the school farm to support the curriculum has been developed and library provision has been extended.

### **What the school seeks to do**

- 1.4 The school's aim is to enable pupils to become independent and engaged learners who see challenges as opportunities, grounded on Christian values and a sense of social responsibility.

### **About the pupils**

- 1.5 Pupils come from a range of professional family backgrounds, mostly from white British families living within a 10-mile radius of the school. The school's own assessment indicates that the ability of pupils is above average. The school has identified 76 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia, language and communication difficulties and visual impairment, all of whom receive additional specialist help. No pupil in the school has an education, health and care plan or a statement of special educational needs. No pupils speak English as an additional language. Data used by the school have identified 53 pupils as being the most able in the school's population, and the curriculum is modified for them and for 20 other pupils because of their special talents in sport.

## 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 does not meet all of the required 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 should take immediate action to remedy deficiencies as detailed below.

### PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 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 pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required. A disability access plan is in place.
- 2.8 Health and safety and fire safety requirements are not met. The school has not ensured that classrooms containing potentially hazardous equipment, or that the room storing medications, are always kept locked when no adults are present. Shortcomings identified by an external fire risk assessment checks are not remedied in a timely fashion. There are deficiencies in the strategic approach to risk assessment, particularly with regard to identifying and rectifying day-to-day risks.
- 2.9 **The standards relating to welfare, health and safety in paragraphs 7, 9, 10, 13, 14 and 15, 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, but those in paragraphs 11 (health and safety), 12 (fire safety) , and 16 (risk assessment) are not met.**

#### Action point 1

- **the school must ensure that classrooms containing potentially hazardous equipment and the room storing medications are kept locked when no adults are present, so that the school premises provide a consistently safe environment for pupils, staff and visitors [paragraph 11].**

#### Action point 2

- **the school must ensure that appropriate and timely action is taken to remedy shortcomings identified by external fire risk assessments [paragraph 12].**

### Action point 3

- **the school must ensure that it identifies and rectifies any day-to-day risks effectively [paragraph 16 (a) and (b)].**

#### **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 their 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 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 does not ensure that the leadership and management demonstrate good skills 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 in paragraph 34 is not met.

**Action point 4**

- the proprietor must ensure that those with leadership and management responsibilities at the school demonstrate good skills and fulfil their responsibilities effectively so that the other standards are consistently met and they actively promote the well-being of the pupils [paragraph 34 (1)(a), (b) and (c)].



### 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:

Pre-Prep	Nursery/Reception to Year 2
Prep	Year 3 to Year 8

## Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils' academic achievement is excellent.
  - Pupils of all ages and abilities make outstanding academic progress because of their very positive attitudes to learning and the highly effective teaching they receive.
  - Pupils display strong non-academic achievement in sports, art, music and drama. Their balanced approach to academic and non-academic learning ensures they excel in both.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are committed to the 'Walstead Way' which provides guiding principles for their personal development and enables them to demonstrate maturity beyond their age.
  - Pupils display a quietly assured confidence in themselves, and kindness, care and respect for others, because of their readiness to learn from the school's Christian ethos.
  - Pupils of all ages are very well prepared for the next stage in their lives, showing responsibility for themselves and others, and a keen awareness of how to keep healthy and safe.

## Recommendations

- 3.3 In the context of excellent outcomes the school might wish to consider:
- Enable pupils to apply their strong digital learning skills in a wider range of contexts, thus developing these even further.

## The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 All pupils, including the most able and those with SEND, make excellent academic progress in all sections of the school. Pupils achieve very well academically and in extra-curricular pursuits because the governing body, the senior leadership and the teaching team have committed to reviewing practice and, together, have quickly implemented the recently revised school's core objectives, the '7Cs', which emphasise the growth of confidence, curiosity, collaboration, communication, creativity, commitment, and craftsmanship. The younger pupils have responded positively to this current initiative, and have become familiar with the 'Learning Powers' which is their version of the 7Cs. As a result of this clear approach, pupils in the Nursery and Pre-prep learn confidently together, helping each other to recognise and combine the sounds of letters, to work with numbers, play creatively and imaginatively, explore craft materials and communicate with fun and enjoyment. They are highly motivated in their learning because they are supported by cheerful staff who encourage and reward their curiosity in a setting full of stimulation, music and colourful, enticing resources.
- 3.6 Older pupils in Prep have taken the 7Cs to heart and readily evaluate their own progress with reference to them, demonstrating insightful attitudes to their own learning, and knowing accurately how well they are doing and what they need to do next. They do this very effectively because teachers consistently provide relevant feedback and mark their work in an informative and encouraging manner. The vast majority of pupils and parents who responded to the pre-inspection questionnaire agreed that teaching enabled pupils to make good progress. In addition, pupils and parents expressed very positive views about the way the school helps children to achieve their best. In interview, pupils unanimously stated that they achieve well because of teachers' readiness to support and challenge them and make learning enjoyable.

- 3.7 The school does not take part in National Curriculum tests, but the available evidence from lesson observations, scrutiny of pupils' work and the school's own assessment data shows attainment to be above average in relation to national age-related expectations, including those in the Early Years Foundation Stage (EYFS). All pupils leaving for senior schools have succeeded in gaining their first choice of placement over several years, including a year on year increase in scholarships. Pupils with SEND make very good progress in relation to their starting points, often achieving beyond expectations. This was observed when younger pupils experiencing particular challenges in an English comprehension exercise made good progress in interpreting text because staff gave them sufficient time and effective individual support to understand how to approach the task. The learning development department provides very effective support for individual pupils in this regard, and expert guidance for staff. The most able pupils rise well to the increased challenges presented to them within and beyond the classroom. In a mathematics lesson for older pupils, those with higher ability demonstrated very good progress when dividing fractions and applying the results into algebra.
- 3.8 In sport, the performing and other arts and other extra-curricular activities, pupils achieve very well at county, regional and national events. Successes are diverse, such as the achievement of a young person's national award for computer game design, and a runner-up placement in the Mid-Sussex schools' music competition. Pupils say the school gives them every chance to succeed academically by providing small classes, personalised teaching, and non-academically by offering a wide range of motivating experiences outside of lessons. Pupils very positive attitudes to learning reflect the fact that they are continually experiencing a strongly stimulating, supportive and challenging setting.
- 3.9 The youngest EYFS children develop their learning skills very quickly, showing their enthusiasm for new experiences, as when they were observed playing hospital, discussing how best to help the teacher who pretended to be a little unwell, extending their vocabulary and language skills as they did so. The same children keenly set off to the school farm to apply their very good number skills counting the animals. Year 1 pupils were able to accurately describe what happens to one's body when warming up in a physical education lesson. This very good development of skills continues through the school, so that all pupils make secure strides in their learning, as seen when Year 4 pupils used excellent observational skills and precise identification of primary, secondary and opposite colours in art. In music, pupils make very good progress over time, building on the fun and exploration of making sounds they enjoy in EYFS, to understanding the effects of physical position on the quality of singing at Year 6, and their ability to perform with high quality in Year 8. Pupils skills develop so well and so consistently across the curriculum because the school has ensured breadth and balance in subjects, very interesting schemes of work and lesson content, and specialist teaching knowledge.
- 3.10 Pupils' communication skills develop strongly as they move up through the school, especially in their use of specialist vocabulary within subjects and in their ability to discuss and debate increasingly complex issues. For example, Year 1 pupils applied technical terms such as phonemes when tackling challenges in learning to read, and Year 5 pupils analysed issues of global fair trade, using the acronyms and terminology of trade organisations. In a Year 6 French class, pupils displayed an ability to communicate non-verbally, using facial expression and shrugs like native French speakers. Pupils show readiness to extend their speaking and listening skills, participating in the debating club, public speaking and poetry competitions with success. Their perseverance in, and love of, becoming effective communicators is also evident in their development of writing skills over time, with high quality, well-presented work in all subjects. Pupils proudly shared examples of their highly accomplished work with inspectors, such as well-crafted Year 3 harvest festival poems and extended project work.

- 3.11 Pupils develop their numeracy skills very well. EYFS children gain confidence and competence in numeracy, using number lines and number patterns with a keen sense of wanting to understand how they work. Year 2 pupils engaged enthusiastically in a proprietorial mathematics programme, demonstrating the ability to solve mathematics problems at speed and accurately, and by Year 5 are very capable in calculation and setting and answering their own number challenges, reflecting their mastery in mathematics. With this foundation in place, pupils continue to achieve well in mathematics as a subject, but also apply their mathematical skills across other subjects, as was observed in Year 6 English lesson when pupils numerically plotted the changes in levels of friendship between characters in a story as the plot unfolded.
- 3.12 Pupils gain familiarity with information technology from the start in EYFS, displaying very good skills in their use of interactive screens as teachers skilfully engage them in motivating soft-ware programmes, and by Year 1 can log on and open and save a document. From Year 3 onwards, in computer skills lessons, pupils demonstrated they have become competent programmers of computer games. They extend their skills in information and communication technology (ICT) by taking good advantage of the lunch time computer club. Taking into account their quick acquisition of computer skills from an early age, supported by staff who have suitable computer competence, there is scope for the school to facilitate more opportunities for pupils to apply these skills more frequently in a wider range of lessons.
- 3.13 Pupils exhibit distinctive and strong study skills and attitudes to learning. These are key to their excellent achievement across the curriculum. Pupils have swiftly taken on board the recently and effectively introduced 7Cs, understanding that these provide a valuable set of reference points to assist them in determining how to learn most successfully. Staff have also welcomed this initiative by leaders and governors and refer to it when planning lessons. As a result, pupils and staff work in close harmony to a shared agenda, which facilitates effective assessment and both staff's and pupils' acute awareness of progress being made. This important development has entirely rectified the shortfall identified at the last inspection in the school's oversight in ensuring best practice is established everywhere in the school, including in EYFS. Pupils are skilful in dealing with hypotheses, as was seen in a Year 6 music lesson when they considered the likelihood of a musician inadvertently speeding up the performance because of familiarity with the piece. During a Year 7 Spanish lesson, pupils demonstrated their substantial thinking skills when they applied understanding about language structure gained in French. The pupils are particularly adept at considering the reasons that lie behind things in their studies, rather than just accepting matters at face value, or as information to be simply recalled. For example, in a Year 4 English lesson pupils explored the motivations of a key character in a story with rigorous analysis and forensic accuracy, weighing up the contextual evidence presented in the book. In the leavers' programme pupils are adept in evaluating the skills they will need when they move to senior school. Pupils research issues very thoroughly and they have welcomed the added opportunities to do so provided by the recently enhanced library facilities.

## The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils understand themselves very well. In the EYFS, children display an enthusiastic interest in their own ability to relate to others, children and adults alike. They try out conversations with a sensitivity to the reactions of others and are concerned to create a friendly setting where everyone is kind and listens to one another. They were keen to make visiting inspectors feel at home with them and to share information about their favourite toys and activities, and to enjoy a conversation employing a teddy bear as an intermediary. In Pre-Prep, pupils show that they are not afraid to make mistakes when they work in class, knowing that it is much more important to try things, find out and move on, than to hesitate and stand still. This was seen in a Year 1 mathematics lesson when pupils who confidently made estimations of a possible result were not discouraged if their prediction was not the closest, and instead were far more interested in the process of thinking it through. Pupils' confidence grows with the years, as was clear when pupils in Year 8 readily stood in to sing in a concert to cover the unexpected absence of other performers. Pupils are inspired by the school's senior leadership and staff who provide a strong message of confidence in each pupil's ability to be the best they can, and as a result develop as confident individuals who are positive and effective in their relationships, and enjoy all that do in school. Parents' questionnaire responses are fully appreciative of the school's impact on their children's confidence and mature, self-responsible attitude. Pupils very full engagement in extra-curricular activities reflects their commitment to gaining everything they can from what the school has to offer, and they show resilience in keeping to all their commitments in a very busy school day.
- 3.16 Pupils of all ages have welcomed the introduction of the Walstead Way, a code of conduct for pupils and staff with a strong emphasis on kindness and treating others as you would wish to be treated, and demonstrate that they are completely signed up to the principles it promotes. They display a quietly assured confidence in themselves, and kindness, care and respect for others. This was seen in their very good behaviour in lessons and at all other times of the school day. They are very well-mannered and are quick to offer courtesies, such as opening doors to let others through first and initiating conversations to help others feel valued and included. They know that simple decisions to do the right thing, in the right way at the right time are very important in order to show consideration for others. This sense of the importance of making the correct choices in life also characterises their self-responsibility, as exhibited by Year 8 pupils prioritising their use of time when preparing for entrance to senior school, and giving their full commitment to their studies together with some healthy extra-curricular activities.
- 3.17 On occasions when pupils make a mistake in the way they have behaved, or in relating with others, they respond very well to the school's approach of encouraging reflection, learning from the event and moving on with a new start. Pupils have clear understandings regarding sanctions and accept their application when it is required, feeling they are fairly set and administered, but most of all they exhibit a fundamental trust that the school cares for them and has their best interests at heart. As a result pupils feel secure, are always ready to understand themselves and others better, and gain a maturity beyond their age. EYFS children show care and consideration for one another, respecting each other's personal space in play corners, sharing toys and showing interest in other's personal accounts of their life at home. Pupils' moral development finds breadth as they grow older, as seen in a Year 6 geography lesson where they carefully and thoroughly investigated the ethical issues surrounding fair trade agreements, and when Prep pupils showed empathetic consideration of the issue of historical and modern-day slavery in an assembly.

- 3.18 Pupils extend much respect for those of different faiths and cultures, demonstrating knowledge and appreciation for their beliefs and practices. For example, during a lesson on Sikhism, Year 7 pupils demonstrated a detailed knowledge of the key principles of this faith and a fascination with the Sikh spiritual and moral code: they applied these principles to hypothetical situations in their own lives and displayed mature and sensitive thinking and view-points. Importantly, when they had a differing moral or ethical stance to others in their class group, they took each other's views into account and were prepared to re-evaluate their own, or to substantiate their own perspective with more explanation or evidence. Pupils with a different heritage to the majority are respected by their peers. Pupils benefit from learning from each other and celebrating a range of faith events. Pupils were also observed exhibiting a broader appreciation of cultural diversity within modern foreign language lessons, and this is further enhanced by school trips abroad. Pupils also demonstrate a tolerance and understanding about differences between people as individuals, such as with regard to sexual orientation and disability. Their respect for others is fostered and strengthened through leaders', governors' and staff's successful introduction of the school's 'Learning for Life' programme. Almost all parents and pupils who responded to the questionnaire said that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.19 There is a strong spiritual dimension to pupils' life in school. The very youngest children in the nursery displayed a vivid sense of enjoyment and wonder in their choral preparation for celebrating the nativity at Christmas. During a Pre-Prep assembly, pupils' response to the topic on the first moon landing indicated that they were visibly moved by the account of the journey through space and reverently displayed a sense of awe. Pupils' artwork, exhibited throughout the school, displays pupils' passion for expressing their feelings toward, and appreciation of the non-material aspects of life. Pupils of all faiths and none say they feel at home with the school's Christian ethos and that it nurtures their capacity to think and feel beyond the everyday, and to contemplate the meaning of life. This was evident when Year 7 pupils reflected on displays which posed questions about such matters as 'what is beyond the universe?'
- 3.20 Pupils demonstrate very effective social and interpersonal skills, and greatly value the sporting fixtures and other contacts with a wide range of schools. Pupils respond well to the house system and display a loyal competitiveness which is duly tempered by regard for the achievements of those in opposing houses. Pupil peer mentors in Year 8 develop supportive relationships with younger pupils, and throughout the school pupils of all ages respond to assigned classroom responsibilities which encourage their contribution to the school community. Pupils were observed spontaneously helping each other when someone experienced difficulties with any task. Pupils with learning difficulties explained they experience no stigma as a result of their additional needs being known to others, and instead receive interest in the way they learn and high regard for their personal achievements. The role-modelling of positive attitudes towards all by staff is a major influence on pupils' regard for others.
- 3.21 Pupils make a significant contribution to the wider community, such as being directly involved in supporting the local food bank by distributing harvest festival produce, and helping less fortunate children in other parts of the world through charitable fund raising. Pupils have a genuine voice in the school, exercising it within the pupil council and effecting changes through consultation in such matters as the length of lessons and creation of the Walstead Way. Their strong understanding of the importance of fundamental British values is developed through the school's Learning for Life programme and in assemblies, across subjects and by the role-modelling of positive values presented by adults in the school. They experience and learn about democratic processes first-hand in mock elections.

- 3.22 Pupils have a keen awareness of how to keep safe and stay healthy. The younger children understand the notion of 'stranger danger' and older pupils know how to guard themselves from possible risks when going online and what to do if they have a concern as a result. Almost all pupils who responded to the questionnaire said that they knew how to stay safe online. Pupils are aware of the importance of regular exercise and their commitment to sports competitively and recreationally bears this out with high levels of participation. Pupils displayed care in their choice of meals with good awareness of nutritional priorities, and are supported in this by the school's offer of suitably healthy menus. Pupils gain knowledge of the importance of healthy food production through their experiences at the school farm, developing a heightened awareness of environmental issues and of animal welfare.

## 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, 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 Andrew Farren	Reporting Inspector
Mrs Loren Macallister	Compliance team inspector (Deputy head, IAPS school)
Miss Joanna Gay	Team inspector (Deputy head, ISA school)
Mr Benjamin Moir	Team inspector (Deputy head, IAPS school)
Mr William Trelawny-Vernon	Team inspector (Headmaster, IAPS school)