



ISI Independent
Schools
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports
Regulatory Compliance Inspection Report**

High March School

June 2019



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School's Details

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|---------------------------------|---|-----|--------------------|-----|
| School | High March School | | | |
| DfE number | 825/6019 | | | |
| Address | High March School 23 Ledborough Lane Beaconsfield Buckinghamshire HP9 2PZ | | | |
| Telephone number | 01494 675186 | | | |
| Email address | office@highmarch.bucks.sch.uk | | | |
| Headteacher | Mrs Sue Clifford | | | |
| Chair of governors | Mr Colin J. Hayfield | | | |
| Age range | 3 to 11 | | | |
| Number of pupils on roll | 305 | | | |
| | Boys | 7 | Girls | 298 |
| | EYFS | 72 | Key Stage 1 | 74 |
| | Key Stage 2 | 159 | | |
| Inspection dates | 18 to 20 June 2019 | | | |

1. Background Information

About the school

- 1.1 High March School is a school for girls aged between 3 and 11 years, and for boys aged from 3 to 4 years. Founded in 1926, the school has been owned by the same family for over seventy years. It is currently in the hands of two directors, grandchildren of the former headmaster and headmistress, whose combined headships spanned over sixty years. The directors are assisted by a board of governors.
- 1.2 The school comprises Junior House for pupils aged from 3 to 7 years and the Senior School for those aged from 7 to 11 years.
- 1.3 Since the previous inspection new staff have joined the school to manage the computer network and medical procedures. A new headmistress has been appointed to take up her post in September 2019.

What the school seeks to do

- 1.4 The school aims to promote high standards of achievement in a learning environment where talent and achievement are nurtured in all areas. The school seeks to prepare its pupils for the modern world and for their senior schools, and to foster self-esteem and a lifelong love of learning.

About the pupils

- 1.5 Most pupils are from professional backgrounds and come mainly from the town of Beaconsfield and its surrounding villages. Nationally standardised data provided by the school indicate that the ability of the pupils is above the national average. The school has identified 33 pupils as having special educational needs and/or disabilities (SEND), including dyslexia and dyspraxia, of whom 29 receive additional specialist help. 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 four pupils, who are supported by the classroom teaching. The school has identified 81 pupils as being the more able in the school's population, and their needs are met by the curriculum, extra-curricular activities and scholarship classes.

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 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 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 pupils with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.14 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 make excellent progress over time due to the close attention given to the individual needs of pupils of all abilities.
 - Pupils attain at high levels in all subject areas, whether academic, sporting or artistic.
 - Pupils' higher-order skills are particularly well developed and are used effectively in all subjects.
 - Pupils tackle their studies with energy and determination. They display high levels of independence and the ability to take leadership in their learning.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are highly confident and aware of their strengths, approaching their studies with resilience and self-discipline.
 - Pupils are highly appreciative of the need for rules and laws, embracing and often exceeding the high standards expected of them.
 - Pupils contribute significantly to the school through their leadership roles and responsibilities.
 - Pupils show a high regard for the importance of maintaining a healthy lifestyle and a strong awareness of online and other dangers.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider increasing opportunities for pupils to contribute positively to the local community.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils of all ages demonstrate high levels of skills, knowledge and understanding across all subjects. They excel academically and in physical and aesthetic areas, responding to the demands of the curriculum and the high expectations of their teachers. Pupils have the confidence to aim for the highest standards, whether explaining complex chemical reactions or drawing maps of their journeys to school, in response to the school's aim to encourage a friendly and informal atmosphere within a structured and disciplined routine. Literacy and numeracy standards are high, and children in the EYFS acquire excellent core skills effectively alongside practical and creative subjects, such as when explaining how to mix colours when painting. Older pupils produce sophisticated artwork, using a wide range of media including ceramics and textiles, and create complex working models in design technology. A mixed age group showed a well-developed understanding of the rules of water polo, and musical groups perform with great expertise in assemblies and concerts. Pupils achieve at levels beyond their years in the school's Latin programme and, in a geography lesson, were able to explain with confidence and understanding, information about Greenland and the traders who lived there in the past.

- 3.6 In nationally standardised tests, most pupils achieve results above the national average, despite the school's non-selective entry criteria and a wide range of abilities on entry, in fulfilment of the school's aim of ensuring that all pupils are working to the best of their ability at all times. Children of all abilities make rapid progress from the outset, where close communication with parents contributes to high levels of attainment at the end of the EYFS. This continues throughout the school, due to effective use of assessments, marking, feedback and targets, and the careful monitoring of teaching and learning by school leaders. Pupils with SEND and EAL often make exceptional progress in response to the school's swift identification of pupils in need of support, and strategies tailored to their needs. Those who are identified as being more able achieve highly in internal and external assessments. The continued progress of pupils of all abilities in mathematics and English has been further promoted by the proprietors' investment in additional staffing. This has enabled the school to introduce grouping based on prior attainment and to increase classroom support.
- 3.7 Pupils display excellent study skills in response to the school's diligence in ensuring pupils of all abilities are set high expectations in their learning and play. Pupils have the confidence and resilience required to develop their higher-order skills to the full, nurtured by the challenging but non-threatening environment and the initiative to develop effective learning strategies, which have been enabled by leaders and proprietors. More able pupils complete extension tasks successfully, whilst those needing support employ effective learning strategies. In response to the questionnaire, the vast majority of pupils agreed that the school encourages them to think and learn for themselves, and most parents agreed that the school helps their daughter to develop skills for the future. Pupils analyse, hypothesise and synthesise in all subjects, and expect to use these skills in their lessons as a matter of course. Children in the EYFS are able to work out for themselves how to make a lump of plasticine float, whilst older pupils design and record their own science experiments and conduct independent research in geography, history and science. Pupils apply skills of logic accurately in their Latin lessons, analyse their feelings in response to poetry, and present their work informatively in a wide range of written and spoken formats.
- 3.8 Pupils display excellent attitudes to their work. Enthusiastic and diligent learners, they embrace new learning opportunities eagerly and willingly, thriving when given the independence to choose and to tackle open-ended tasks, and adept at working both independently and collaboratively. Pupils exude a highly-developed work ethic within school and they are resilient learners who understand from an early age how to embrace challenge and how to deal with errors and difficulties in their academic and non-academic pursuits. Pupils throughout the school are highly enthusiastic and engaged in their learning, from children in the EYFS making their own choices of activities to those at the higher end who are able to make and act upon suggestions as to how to improve their performance in the school play. Pupils are quick to get to work in their lessons, knowing that they will be given demanding and rewarding work to do and there is a tangible sense of excitement as they begin their activities in class. Displays throughout the school encourage and reinforce positive and mature attitudes to work, and pupils appreciate and make good use of learning strategies where they think for themselves before asking a friend or an adult for help.

- 3.9 Pupils' academic successes in gaining entry to a range of competitive senior schools are considerable in relation to their starting points, and the school is highly successful in achieving its aim of preparing pupils for examination entry to senior schools and scholarships. Pupils invariably progress to their school of choice, often with academic, drama and other scholarships. An extensive and diverse range of activities outside the classroom provides pupils with opportunities to develop their skills, and they value opportunities provided for all to take part in competitions, matches and performances as a result of the school's inclusive approach. Their success in academic, creative and physical activities indicates the fulfilment of the school's aim to nurture talent and encourage achievement in class, sport, music or drama, and is complemented by the proprietors' establishment of school scholarships for poetry and the performing arts. Pupils perform at a high level in external music and drama examinations and have had success at local music and art festivals and competitions. They have competed in netball, swimming, gymnastics, cross-country, biathlon and triathlon at local, county and national levels, with many team and individual successes. Pupils have been successful in national competitions for mathematics and handwriting and in Latin tests.
- 3.10 Pupils demonstrate excellent communication skills. They speak confidently and eloquently in lessons, asking, answering or debating questions eagerly. In the EYFS, children talk enthusiastically about their experiences and apply their secure knowledge of letter sounds when writing new words, with some writing at length by the time they finish this stage of their education. Pupils of all ages are confident communicators through the written word, applying their skills to great effect in other curriculum areas. They are adept in a range of genres, producing creative and mature work, such as when writing letters of complaint or their own versions of the Lord's prayer or well-known poems. Pupils of all ages are well-mannered and politely spoken and they have learned to listen effectively to, and to respect the views of, others. They speak with confidence and poise and are well-practised public speakers as they have numerous opportunities to make presentations in class and assemblies.
- 3.11 The school has invested in new initiatives that develop numerical competence, and pupils display an infectious enthusiasm for mathematics. Numeracy skills across ability and age ranges are high, including for those who are identified as SEND and more able. Expectations of all pupils are ambitious, and pupils of all abilities enjoy opportunities to solve problems in well-planned, stimulating and purposeful lessons and additional challenge activities. Younger pupils had an excellent understanding of simple place value and applied this successfully to games and problems in their lesson, whilst older pupils were able to explain their chosen strategies and predictions when calculating complicated percentages of whole and decimal numbers. Pupils work confidently with numbers and data, relishing the opportunity to extend their thinking and to work beyond their own expected levels. They apply their skills confidently across the curriculum, presenting data with ease in science experiments of their own devising, and measuring when cooking in their design technology lessons.
- 3.12 Pupils' use of their excellent Information and communication technology (ICT) skills is widespread, facilitated by its inclusion in the planning of all subjects and the efficient maintenance of plentiful resources. Pupils of all ages and abilities are highly proficient when using different technologies and software to develop core skills, as a research tool, and to enhance their learning experiences. Pupils are adept at programming, such as when creating a golf game for other pupils to play, and they utilise their ICT skills as a matter of course in other subject areas. Children in the EYFS experiment with the large classroom whiteboards with confidence and engage in programmes which support their learning. Older pupils use presentation software to explain their projects to each other in science, and their fundraising ideas to younger pupils in assemblies. Pupils navigate the internet with ease, enhancing their knowledge of Viking long ships, animals and famous Victorians. They produce high-quality posters, diary entries and letters electronically, and a range of programmes are used to great effect in mathematics and English lessons to reinforce and extend pupils' advanced acquisition of core skills.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are confident, self-aware and self-disciplined, thriving in the nurturing and respectful environment that is promoted by school leaders, proprietors and staff. Poised and polite, they have a strong sense of self and are able to describe themselves and their feelings with honesty and maturity. Pupils are highly resilient, displaying an awareness of how to improve their work and cope with difficulties. Younger pupils respond particularly well to the characters used in the classroom to promote learning strategies, and aspire to be positive and aspirational learners. In line with the school's aims, pupils are highly successful in preparing for the next stage of their education and for the challenges of life in senior school, as evidenced in their confidence when discussing such matters in class and interviews. Pupils' high levels of maturity and measured self-assurance are nurtured by strong pastoral systems, ready availability of staff and the personal, social and health education (PSHE) curriculum. These combine to fulfil the school's aim to provide a happy learning environment in which the pupils feel secure and are valued as individuals. Pupils readily grasp opportunities to improve their work, and value the guidance given by their teachers in lessons and books. Personalised marking, feedback and individual attention when difficulties are encountered provide pupils with reassurance as well as a sense of responsibility, and they take a pride in their successes when meeting new targets or solving challenging problems.
- 3.15 Pupils display a strong understanding of right and wrong and of there being consequences to their actions. They are keenly aware of the school motto, *Kindness and Friendship is the rule*, as well as the supporting golden rules, and they know when one of these has been broken. Behaviour around the school and in lessons is exemplary, and pupils are able to explain the behaviour characteristics of a true friend. Pupils understand the need for laws in the wider world, behave well and do not tolerate misbehaviour. In questionnaire responses, most parents and almost all staff agreed that the school actively promotes good behaviour. Pupils say they are ready to admit when they have done wrong, as they know that they will be supported in learning from their mistakes.
- 3.16 Pupils are proud of their varied and purposeful roles throughout the school, in fulfilment of the school's aim to instil the value of care and consideration for others and care for the environment. Whether elected by their peers or appointed by staff, they relish the opportunity to take on positions of responsibility that are carefully allocated and allow every pupil to contribute to the school community. Every pupil becomes a prefect in their final year, whilst younger pupils are members of the eco-committee, food committee and school council and take on classroom responsibilities. Pupils demonstrate a high regard for the school's house system, readily embracing opportunities to help others in school and to support national charities, and individual pupils who wish to support a charity are encouraged to do so by the school. Pupils visit a local care home and participate in local events, although these opportunities are less numerous than those for supporting the school or national charities.
- 3.17 Pupils are extremely knowledgeable about how to stay safe and healthy. They understand the need for a healthy diet, and have a secure awareness of online dangers, stranger danger and of the wider challenges that may impact on their health, safety and general well-being, having been taught about such matters in a range of curriculum areas. In questionnaire responses a few parents did not agree that the school encourages their child to adopt a healthy lifestyle. Inspectors found that pupils were highly aware of the importance of a healthy diet and exercise. They appreciate the healthy choices offered at lunch times and the availability of additional fruit in the upper school playground, and they are confident that they have many opportunities to take exercise in lessons and activities. Pupils understand about road safety, and the strong promotion of safe and healthy lifestyles and pupils' mature awareness in this area is well-supported by the direct involvement of school leaders and proprietors in policy review, the eco-committee, food committee and road safety team.

- 3.18 Pupils demonstrate a high level of maturity in their ability to make wise decisions in academic lessons and other areas. Children in the EYFS make daily choices about which activities to engage in, whilst older pupils decide which clubs and activities to join and which part to audition for in the school play. By the time they leave the school, pupils understand the importance of the choices they have made regarding their future school. Pupils understand that the choices they make about their behaviour and friendships may have an impact on their lives, and they are well supported at such times by the staff, who know them well and with whom they have highly positive relationships. Pupils regularly make choices about their learning, deciding which country or person to focus on for project work, or what questions to investigate in a science experiment. They respond responsibly to the opportunity to select the charities they will support in their houses each year and understand the importance of these decisions.
- 3.19 Pupils demonstrate an excellent understanding and awareness of non-material aspects of the world they live in. When asked what is most important in the world, pupils quickly identify non-material aspects such as friendship, freedom and happiness, and younger pupils show an appreciation of the outdoors and the natural world during their outdoor woodland activity sessions. Pupils demonstrate a strong awareness of the importance of looking after the environment, as seen in the eco-committee's promotion of *Fruity Friday*, when pupils are asked to bring in snacks without packaging. They demonstrate empathy towards one another and celebrate each other's achievements in assemblies and in conversation. Pupils value personal qualities such as resilience, and they appreciate opportunities to be quiet and reflective in the library, assemblies and designated playground areas as well as in yoga and mindfulness sessions.
- 3.20 Pupils work extremely well together to solve problems and to achieve common goals. Children in the EYFS collaborate with enthusiasm in their play, those who struggle in this regard being well supported by a specialist programme which enables them to develop their social skills. Older pupils enjoy a range of opportunities to work together to organise fundraising and recreational events in school, utilising strong interpersonal skills when doing so. Each house chooses a charity to support for the year, and house teams are active in presenting these to their houses and in organising events such as a games afternoon and cake sales to raise funds. Pupils have worked together to produce a school newspaper, the eco-committee is active in promoting initiatives which will help pupils to care for their world and the road safety officers work together to encourage pupils to walk or cycle to school. In responses to the questionnaire, the vast majority of staff and most parents agreed that the school helps its pupils to develop strong teamwork and social skills, and that they readily help and support each other.
- 3.21 Pupils show high levels of respect for diversity within society, enjoying and responding positively to opportunities to learn about other cultures. Pupils value and respect each other and say that no one pays attention to differences where friendship is concerned, demonstrating an instinctive respect for others, irrespective of background or appearance. In response to the questionnaire, the overwhelming majority of pupils agreed that the school encourages them to respect and tolerate other people. Pupils talk about other religions with knowledge and confidence, having gained a good understanding of other cultures and faiths from their lessons and visits in religious studies, and from visitors in assemblies. They know about and take an interest in the different backgrounds of their peers and they have an understanding of the art of other countries, such as when producing embroidery inspired by Native American art. Pupils are able to talk knowledgeably about aspects of French culture and the customs of countries they have studied in geography lessons.

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 proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

| | |
|--------------------|---|
| Mrs Karen Williams | Reporting inspector |
| Mrs Helen Skrine | Compliance and team inspector (Head, IAPS school) |
| Mr Oliver Stokes | Team inspector (Senior Deputy Head, IAPS school) |