



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Charlotte House Preparatory School**

**October 2021**

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### School's Details

<b>School</b>	Charlotte House Preparatory School			
<b>DfE number</b>	919/6126			
<b>Registered charity number</b>	311075			
<b>Address</b>	Charlotte House Preparatory School 88 The Drive Rickmansworth Hertfordshire WD3 4DU			
<b>Telephone number</b>	01923 772101			
<b>Email address</b>	office@chpschool.co.uk			
<b>Headmistress</b>	Miss Penny Woodcock			
<b>Chair of governors</b>	Miss Catriona Smith			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	110			
	<b>EYFS</b>	19	<b>Pre-prep</b>	23
	<b>Prep</b>	68		
<b>Inspection dates</b>	5 to 8 October 2021			

## 1. Background Information

### About the school

- 1.1 Charlotte House Preparatory School is an independent day school for female pupils aged from 3 to 11. The school was founded in 1931 as the Rickmansworth PNEU (Parents National Educational Union) School and became Charlotte House Preparatory School in 2011. It is a registered charity overseen by a governing body; the current chair took up office in September 2021. The three parts of the school occupy the same site in a residential area of Rickmansworth. The Early Years Foundation Stage (EYFS) caters for children aged three to five years, the pre-prep for pupils in Years 1 and 2 and the prep for those in Years 3 to 6.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers. During this period of closure, the school provided remote learning materials for all pupils.
- 1.3 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.
- 1.4 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.
- 1.5 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home. Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.6 The school aims to provide a supportive, happy and stimulating environment in which pupils are equipped with a broad range of skills, knowledge and experiences through a challenging, innovative and comprehensive curriculum. It aspires to encourage appreciation, respect, independence, co-operation and courtesy and to enable pupils to flourish and reach their potential. Additionally, that they transfer to senior school life successfully and are prepared for the demands of modern life.

### About the pupils

- 1.7 Pupils come from a range of professional backgrounds living within a ten-mile radius of the school. The school has identified nine pupils with learning difficulties and/or disabilities (SEND), which include dyslexia and dyspraxia, who receive additional specialist help. None has an education, health and care (EHC) plan. English is an additional language for three pupils, who receive language support, as required. The school's data indicate that the ability of pupils is broadly above the national average with a wide spread of abilities represented. The school has identified fourteen pupils as being the more able in the school's population. The curriculum is modified for them and eight other pupils because of their special talents in sport, music or drama.

## 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, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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. 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 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'.**

#### Key findings

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

- Pupils have excellent communication skills, are extremely articulate and achieve high levels of attainment in all areas of literacy.
- Pupils attain high levels of numeracy and confidently apply their mathematical knowledge and understanding to different situations.
- Pupils show excellent attitudes to learning, complemented by outstanding collaborative skills, and they apply their well-developed study skills effectively.
- Pupils of all ages and abilities make excellent progress because of the effective framework of assessment, successful planning for individual needs and nurturing approach of their teachers.

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

- Pupils show very mature spiritual understanding.
- Pupils develop excellent self-understanding, self-belief and self-confidence.
- Pupils have extremely strong social awareness and enjoy very positive and supportive relationships with their peers and staff, reflecting the strong family ethos of the school.
- Pupils show mature appreciation of diversity and a strong moral understanding.

#### Recommendation

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

- Ensure all pupils develop the ability to use Information and Communication Technology (ICT) creatively.

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

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

3.5 The levels of attainment of pupils of all ages and abilities is excellent. The majority of pupils attain results in standardised English, mathematics, verbal and non-verbal reasoning assessments that are well above the average for schools taking these tests. The youngest pupils fulfil the expected learning outcomes by the end of Reception and many exceed them. As observed in lessons, scrutiny of work and discussions, pupils make rapid progress over time from their individual starting points. This is effectively supported by regular assessments, the results of which are tracked for each pupil and systematically analysed by senior leaders. Children in the EYFS make rapid progress for their age and



ability, actively encouraged by sensitive teaching in a nurturing environment and a wide variety of resources. The vast majority of pupils are successful in entrance examinations and are offered a place at the senior school of their choice, and a good proportion are awarded academic or all-round scholarships. The strengths and weaknesses of pupils are recognised by staff and detailed analysis of internal assessments allows any pupil who is having difficulties to be supported. Both in-class and individual support enable pupils with SEND to achieve especially well. Pupils who are more able maintain high levels of attainment, benefiting from the greater challenges they are given. All parents who responded to the pre-inspection questionnaire agreed that teaching enables pupils to make progress and that the school meets their individual needs effectively. The school fulfils its aim to ensure an industrious and happy atmosphere, to have high expectations of the pupils and to prepare and support them in successful transfer to senior schools.

- 3.6 Pupils develop a high level of knowledge and skills for their age across the broad curriculum and they apply their understanding well to different situations. Children in the EYFS develop secure foundations to their early literacy and numeracy skills and further their knowledge successfully through a range of well-planned, engaging and purposeful activities. They use their developing knowledge of phonics to build familiar words, show confidence in their early reading skills and count confidently to 20, solving word problems using objects. Throughout the school, clear lesson objectives, a wide range of activities and challenges, along with effective deployment of staff, promote rapid progress. Pupils' strong mathematical and scientific knowledge and understanding is applied successfully to problem-solving activities in a range of subjects. In a French lesson, older pupils were all seen to be engaged and confident when speaking, reading and attempting translation of poetry, using contextual clues and prior knowledge to establish the meaning of unfamiliar words. Pupils engage enthusiastically in art, showing creativity and understanding of techniques. Those in Year 1 explained confidently how to mix primary colours to successfully create their own pictures in the style of Romero Britto using vibrant colours and bold patterns.
- 3.7 Pupils demonstrate first-rate communication skills for their age, which they confidently apply to all areas of learning. The youngest members of the school listen attentively to each other, take turns to speak and listen, confidently sharing their thoughts in circle time discussions sensitively encouraged by staff. When practising the formation of the letters in their names, the youngest children were able to trace their name using correct letter formation and pencil grip. The children learn new phonic sounds quickly and correctly form the letter, enthusiastically demonstrating this to their peers. Older pupils demonstrate a high level of written communication skills, writing in different genres and using a wide range of literary techniques, as observed in extended writing in Year 6. Pupils speak with confidence, clearly and expressively and value the opportunities to deliver presentations, read to the class and speak in assemblies. They become fluent readers and show excellent understanding of texts.
- 3.8 The majority of pupils of all ages attain excellent levels of numeracy skills which they successfully apply to other areas. Pupils in Year 1 could recognise triangles when creating Christmas tree shapes for a card design. Many pupils in Year 2 could complete multiples of ten calculations, using related facts to find the correct answer. In planning a bake sale pupils in Year 5 used their mathematical skills and knowledge to accurately establish the quantities of ingredients required, the cost to produce each item and the profit margin. Both more and less confident mathematicians are effectively supported by teachers and teaching assistants, and respond positively to the levels of challenge available to further enrich their skills and understanding. By the time they reach the top of the school pupils confidently draw upon and apply an array of different methods and higher-level reasoning skills to solve advanced mathematical problems.
- 3.9 Pupils acquire confident skills in ICT and apply these in most subjects. They use technology confidently to discover information and employ portable electronic devices with ease. Pupils in Year 2 apply programming skills successfully to make simple games. The oldest pupils use spreadsheets to present and analyse data when investigating probability. In the prep classes, pupils use visual presentations to illustrate talks about independent project work to their class. Pupils can access a range of programmes

to practise, develop and reinforce their learning of mathematical and literacy skills. To support their learning, as they progress through the school, pupils develop confident research skills using technology. They also demonstrate competent coding and programming skills through well-planned computing teaching. Pupils in Year 6 worked imaginatively as they explored the use of green screens to create visual stories, but otherwise pupils of all ages do not often use ICT skills creatively in subjects such as art and music.

- 3.10 Pupils establish highly effective study skills which they instinctively apply to all areas of learning. They are quick to process, analyse and question. They think for themselves, focus well and show perseverance and determination to do their best. Pupils confidently develop a range of skills, including thinking and reasoning, through the well-planned curriculum. Children in the EYFS demonstrate keen observation and questioning skills such as when they explored the many activities available in an outdoor lesson using questions and reasoning to predict which balls would roll the furthest from different heights. Pupils in Year 1 were seen to demonstrate confident research skills as they took notes and collated ideas to share facts and information about famous influential figures. Pupils in Year 3 synthesised ideas when planning, designing, and making a game that uses invisible force as they demonstrated their understanding of how magnets repulse and attract. In a Year 5 English lesson pupils showed independence of thought and ability to consider different views when analysing and discussing poetry. Older pupils of all abilities demonstrate their ability to be able to plan, undertake a fair test and analyse results. They make sensible scientific predictions based on prior learning about the outcome of an experiment and are able to record their hypothesis with scientific language and reasoning. Pupils develop the ability to identify how they can improve, supported by effective strategies for self-reflection on work they have completed.
- 3.11 Pupils achieve a high level of success in a range of competitions, notably as finalists in national swimming championships and in inter-school cross country events, supported by encouraging and committed teaching. They have won or been placed highly in a range of regional and inter-school competitions including science, technology, engineering, mathematics (STEM) challenges, thinking skills competitions and general knowledge quizzes. Those who work towards LAMDA drama awards and graded music examinations achieve excellent results, and those who learn Tae Kwon Do progress to higher level ranks. Pupils participate enthusiastically and very successfully in sporting events provided by the school, including netball, swimming and running. Several pupils compete at county level in netball, swimming and cricket. A few parents in their questionnaire responses said that they would like the school to offer a wider range of extra-curricular activities. The inspectors found that pupils gain success and excellent skills in the adequate range of extra-curricular opportunities on offer.
- 3.12 Pupils of all ages have remarkably positive attitudes to their learning. They are keen to learn and happily work both independently and collaboratively, increasingly taking leadership in their own learning as they progress through the school. Pupils take care in the presentation of their work and show determination and resilience. They work well together in lessons and said in discussions that the many opportunities to collaborate with their peers enhance their confidence as learners and contribute to their high level of attainment and progress. Pupils of all abilities develop independence in their thoughts, opinions and ability to identify what and how to improve. The youngest members of the school carefully choose activities and resources from the many available, demonstrating early independence in their learning. Older pupils use a range of resources to inform and enhance their achievement and employ their strong communications skills to discuss and explain their thinking. Pupils' strong desire to learn is inspired by enthusiastic, knowledgeable teaching and their positive and warm relationships with staff. All pupils who responded to the questionnaires stated that lessons are interesting and improve their skills and knowledge.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages develop high levels of self-knowledge, self-confidence, determination and resilience within the nurturing, family ethos of the school. In their enthusiastic contributions, children in the EYFS demonstrate a mature level of self-belief and confidence in themselves, through engaging activities, their well-resourced learning environment and encouraging teaching. In a personal, social, and health education (PSHE) lesson, children in Reception thoughtfully considered the rights they have as individuals such as to eat, drink, and sleep, confidently stating how they would feel if these rights were withdrawn. Pupils continue to develop a high level of self-confidence as they progress through the school, underpinned by the well-planned opportunities in lessons for self-reflection, such as a traffic light system to indicate their level of understanding. Pupils in the upper part of the school spoke of the benefits of trying hard to achieve one's best, and the youngest children were enthusiastic about the display of a rocket moving towards the moon, enabling them to visualise their progress as targets are achieved. Pupils in Year 6 show perseverance and confidence in producing extended pieces of work in English, independently acting on helpful feedback to make improvements. They show pride in their achievements and are motivated by the strong system of rewards including an excellence book, merit badges and house points. Pupils are confident to be themselves and find staff caring and keen to celebrate their individual achievements with them. Senior leaders encourage a 'have-a-go' attitude and actively encourage determination and resilience. Pupils see that making mistakes helps their learning and are well prepared to rise to challenges in the next stage of their education.
- 3.15 Pupils' decision-making is very well developed. They make sensible decisions and appreciate how these can affect themselves and other people, reflecting their highly considerate and positive approach to others in their close school community. Children in the EYFS are sensitively guided to think about the choices they make, as they select their next activity. Older pupils realise that their decision about who to elect for the school council will affect how they are represented. Staff encourage pupils to understand that positive decisions can result in praise and a sense of satisfaction. Choice is a common feature in most teaching, including choice of topics for poetry writing, project work and resources to use in science experiments. Pupils enjoy the freedom this gives them in making decisions about their own learning. For example, pupils in Year 4 were fully focused when choosing a mathematical task with appropriate level of challenge in problem-solving work. They thoughtfully considered which challenge would stretch them rather than be too easy. Pupils understand that by deciding to work hard they will achieve their best and by behaving well they will enjoy their school days.
- 3.16 Pupils' spiritual understanding is excellent. They show strong appreciation of the non-material aspects of life, describing them as things that that make us feel good inside and don't have to be made or bought. Pupils develop a great appreciation of the natural world through playing in the spacious school garden and through trips to woodlands. For example, pupils in Year 1 stopped running around to listen when they heard a bird singing. Pupils in Year 4 expressed their appreciation of the beauty of scenic photos in a geography lesson and in discussions spoke of how paintings by different artists make them feel. Pupils spoke of their awareness of artefacts that others love in places of worship, appreciating they are sacred to those of that belief.
- 3.17 All pupils show a mature level of moral understanding and responsibility for their own behaviour, which is exemplary. They are invariably polite and caring towards others, instinctively taking turns. Pupils develop a strong sense of right and wrong through the nurturing ethos of the school, the effective pastoral care system and school leaders' high expectations. The school rules are agreed by the pupils themselves through the school council. They sense ownership of them and willingly abide by them, appreciating that they make life better for everyone. The youngest pupils follow the Golden Rules and know that their behaviour choices have consequences. Pupils understand that rules are there to keep them safe and talked about the need for different rules during the pandemic. All pupils who responded to the questionnaire said that the school sorts out any poor behaviour and takes

bullying seriously. All responses from parents also agreed that the school actively promotes good behaviour and listens and responds to the views of pupils. Pupils appreciate taking part in the annual bullying audit and acknowledge that senior leaders act on their views.

- 3.18 Pupils' social development and collaboration is extremely strong and the school is highly successful in fulfilling its aim to provide core values of appreciation, respect, co-operation and courtesy in an environment that is supportive and friendly. They form positive relationships with their peers and with pupils in other parts of the school. Pupils collaborate effectively in their lessons and their play. They show great respect and care for all, are socially aware and demonstrate excellent manners, remembering to say please and thank you. This is underpinned by the consistent high expectations and caring approach of the staff. Children in the EYFS happily join in circle games together, taking turns and enjoying each other's company. Pupils show excellent collaborative skills in lessons and in clubs. Older pupils were seen coaching and helping each other when practising how to shoot a goal in netball, thoughtfully offering advice and guidance to help each other improve. In all lessons observed, pupils collaborated in small groups very well, sharing ideas and thought processes. Older pupils develop further team building skills through trips to outdoor activity centres. Pupils talked of how they enjoy helping younger pupils and sharing their ideas with others to help their learning. They spoke warmly about the family atmosphere of the school and how positive they feel about their school community.
- 3.19 Pupils' contribution to others, the school and the community is excellent. They are very socially aware and contribute positively to the lives of their immediate and wider community, encouraged by the caring ethos of the senior leaders and managers. They show commitment to helping others in their many roles of responsibility, from being the helping hands for the day in the EYFS, class monitors in other years to the oldest pupils, who relish whole school responsibilities as head of school, heads of houses, sports captain, playground and pre-prep buddies. They support the whole community in a warm and supportive manner and senior leaders ensure that all pupils benefit from the chance to take responsibility. Pupils appreciate their membership of a house and try hard to gain house points for the benefit of the whole team. The school council successfully represents the whole school in putting forward collective ideas. They recently achieved the installation of the mindfulness garden which is enjoyed by all. Pupils show a strong awareness of the needs of others, learning about and supporting, a range of local and national charities. They collect food for a local food bank as part of their harvest celebrations, enthusiastically raise funds in events such as dressing up days, and sing carols to elderly people.
- 3.20 Pupils show great respect for everyone in the school regardless of their background or role, and enjoy being part of a culturally diverse community. They are very accepting of each other and enjoy learning about their different cultures and traditions through a well-planned PSHE, religious education (RE) and relationship education curriculum. The open and friendly ethos of the school supports this and underpins the highly positive relationships between everyone. Senior leaders and managers actively promote inclusivity across the school. Pupils in the pre-prep learn about different faiths and cultures through the celebration of festivals such as Diwali. Older pupils consider a wide range of beliefs through their effective RE curriculum. The whole school celebrates international languages days with talks and demonstrations of different languages and nationally themed lunches. Pupils' work shows their good understanding of Black History Month and presentations by influential speakers, such as Dame Floella Benjamin. All parents who responded to the questionnaire agreed the school actively promotes values of democracy, respect and tolerance of other people.
- 3.21 Pupils have an extremely confident awareness of how to stay safe and healthy. They are knowledgeable about the dangers of going online and know what to do if they feel concerned, through the effective e-safety teaching that forms part of the curriculum. They know to look out for hazards in the world around them and demonstrate appropriate road safety routines as they walk near a road. Pupils were keen to explain that a nutritious diet with plenty of exercise help towards maintaining good health and wellbeing and were pleased to point out that they eat the fruit and vegetables that are provided as part of their freshly prepared school meals. They understand the importance of a well-

balanced lifestyle which includes rest and relaxation as key ingredients. They talked of how hand-washing and social distancing can help to prevent serious illness in a pandemic. All parents and pupils who responded to the questionnaire agreed that the school encourages children to adopt a healthy lifestyle.

## 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 form times 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 Penelope Austin	Reporting inspector
Mr Neil Cufley	Compliance team inspector (Director of operations, HMC and IAPS school)
Ms Elizabeth Brown	Team inspector (Headteacher, ISA school)