

Focused Compliance and Educational Quality Inspection Reports

Rosemead Preparatory School and Nursery

September 2019



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School's Details

School	Rosemead Preparatory School and Nursery			
DfE number	208/6151			
Registered charity number	268482			
Address	Rosemead Preparatory School and Nursery 70 Thurlow Park Road London SE21 8HZ			
Telephone number	0208 670 5865			
Email address	admin@rosemeadprepschool.org.uk			
Head	Mr Philip Soutar			
Chair of governors	Mr Gavin Knott			
Age range	2 to 11			
Number of pupils on roll	318			
	Nursery	25	Pre-prep	90
	Prep	203		
Inspection dates	17 to 19 September 2019			

1. Background Information

About the school

- 1.1 Rosemead Preparatory School and Nursery is a co-educational school for pupils aged between 2 and 11 years. Founded in the 1930s, the school moved to its current site in 1974. In 2005, additional premises were acquired nearby to accommodate the pre-prep department for children in the Early Years Foundation stage (EYFS) and Years 1 and 2. Years 3 to 6 are based in the main school building.
- 1.2 The school is a charitable trust under the direction of a board of governors, who are mostly parents of current pupils. Since the previous inspection in 2016, a new headmaster (September 2017) and chair of governors (September 2019) have been appointed.

What the school seeks to do

- 1.3 The school aims to meet its motto: 'Inspiring Brilliant Futures' by creating an inclusive and nurturing community, which prepares pupils for their next stages. It aims to meet the intellectual, physical and emotional needs of each pupil and to inspire a thirst for learning through extended opportunities beyond the curriculum.

About the pupils

- 1.4 Pupils come from local professional and business families and from a range of cultural and ethnic backgrounds, living within a 15-mile radius of the school. The school's own assessment indicates that the ability of pupils is above average. The school has identified 15 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. No pupils require support with English as an additional language (EAL). Data used by the school have identified 72 pupils as being the most able in the school's population, and the curriculum is modified for them and for 44 other pupils because of their special talents in sport and creative arts.

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 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 Arrangements to safeguard and promote the welfare of pupils do not pay due regard to current statutory guidance. Recruitment checks for some staff, relating to checks on employment history and references, have not been correctly undertaken prior to appointment.
- 2.9 **The standards relating to welfare, health and safety in paragraphs 9 to 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 but those in paragraph 7 [safeguarding] are not met.**

Action point 1

- **the school must ensure that all recruitment checks required by current statutory guidance are completed for all staff before they begin work at the school, specifically the receipt of satisfactory references and a scrutiny of their employment history [paragraph 7(a) and (b); EYFS 3.9].**

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

- 2.10 The school makes appropriate checks to ensure the suitability of proprietors, and a register is kept as required.
- 2.11 The school has not undertaken all required recruitment checks in a timely manner before some staff begin work at the school, specifically those relating to medical fitness. The school does not use supply staff.

2.12 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 20 and 21 are met but those in paragraph 18 [suitability of staff] are not met.

Action point 2

- **the school must ensure that all checks, including medical fitness checks, have been completed before staff commence work at the school [paragraph 18(2)(c)(ii) and 18(3); EYFS requirement 3.9].**

PART 5 – Premises of and accommodation at schools

2.13 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.

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

PART 6 – Provision of information

2.15 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.

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

PART 7 – Manner in which complaints are handled

2.17 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.

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

PART 8 – Quality of leadership in and management of schools

2.19 The proprietor does not ensure 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. Safeguarding and safer recruitment procedures are not correctly implemented in line with current statutory guidance.

2.20 The standard relating to leadership and management of the school in paragraph 34 is not met.

Action point 3

- **the school must ensure that leadership and management acquire good skills and knowledge to fulfil their responsibilities effectively, so that the standards are consistently met and pupils' well-being is actively promoted [paragraphs 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.

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils make excellent progress during their time at the school because of challenging and supportive teaching approaches.
 - Pupils have highly proficient numeric and linguistic skills, knowledge and understanding, which they apply competently to their learning.
 - Pupils achieve significant success in their extra-curricular activities, national competitions and scholarship awards.
 - Pupils eagerly engage with all their learning and are keen to succeed.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are highly motivated and keenly embrace new challenges with enthusiasm and maturity.
 - Pupils have excellent moral and social awareness skills.
 - Pupils are extremely empathetic towards the needs of their peers.
 - Pupils develop high levels of confidence and feel extremely well prepared for their next stages in school life.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Improving further the attainment and progress of specific groups of pupils by developing staff understanding of the newly redeveloped data-profiling system.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils of all ages and abilities, including children in the EYFS, gain high levels of attainment during their time in the school. This judgement is supported by inspection evidence from work scrutiny and lesson observations. The school does not use National Curriculum testing, but uses a range of standardised testing to support its own newly redeveloped tracking and data-profiling system; analysis shows that pupils attain levels well above average and, for a significant number far above, in relation to national age-related expectations. The attainment for specific groups, such as by gender, is carefully monitored by senior managers but, as yet, staff have limited understanding of how they can analyse data to improve the progress and attainment of these pupils further. In the EYFS, a very large majority of children exceed national expectations for learning and development by the end of their time in the setting. Recommendations from the previous inspection, relating to the monitoring of teaching and pupils' standards, including for children in the EYFS, have been successfully addressed. This is fully in line with the school's aims and motto 'Inspiring Brilliant Futures' and the significant emphasis that leaders and managers, including at governance level, place on ensuring that each pupil's intellectual needs are met. This is supported by an overwhelmingly majority of parents who, in their pre-inspection questionnaire responses, were highly positive about the effectiveness of the leadership, management and governance oversight of the school.
- 3.6 Pupils with special educational needs and/or disabilities (SEND) make rapid progress from their individual starting points because of the individualised education programmes that specialist staff put in place for them. In particular, younger pupils comment that their confidence in speaking out and asking questions during lessons has greatly improved because staff allow them time to articulate their thoughts and ideas. More able pupils relish more challenging lesson activities, such as incorporating

adverbs that illustrate mood and feeling into their written work about the volcanic eruption in Pompeii. This is because staff have a thorough understanding of pupils' individual needs and plan a curriculum which is carefully levelled to challenge and support all abilities. Pupils speak proudly of their achievements and attribute this to the high levels of challenge and support within lessons. A few pupils, in their questionnaire responses, felt that feedback and marking do not help them to improve. Inspection evidence does not concur with this view. The scrutiny of pupil's workbooks showed that pupils do receive helpful guidance on how to improve their work. During discussion, pupils stated that they particularly value the supportive guidance they receive from staff about their work, which they feel helps them to improve and make progress.

- 3.7 Pupils develop excellent levels of knowledge and understanding and apply these skills adeptly to their learning across the curriculum. For example, in Spanish, pupils accurately applied their knowledge of Spanish current affairs to identify city locations on a map of Spain and, in art, demonstrated an extremely strong understanding of the impact that impressionism and fauvism had on later artists. In particular, pupils have significantly well-developed linguistic skills. During discussion, pupils competently explained that the acquisition of strong English and mathematical skills are key to their future learning. Pupils have advanced grammatical understanding for their respective ages and ably present persuasive and balanced arguments in their written work. In their history workbooks, for example, older pupils wrote a formal letter of complaint to a newspaper about the incompetence of generals who led the cavalry charge at the Battle of Balaclava, vividly expressing a viewpoint on why the troops were defeated and proposing tactical changes for future attacks. Younger pupils persevere and take great care to present their written work neatly using cursive script, skilfully applying their knowledge of letter sounds to spell difficult words. Pupils' proficient verbal skills are highly evident in every aspect of school life. In music, older pupils competently explain syncopated rhythm as 'notes off the beat', whilst younger pupils, in science, used the correct terminology during discussion to explain rock types and their formation. In the EYFS, children are confident in articulating their opinions. For example, they competently used their prior learning to identify different types of trees in the outdoor woodland and were highly articulate in language used to describe the characteristics of a friend. These outstanding outcomes are attributed to the vibrant pace and content of lessons and the high quality of teaching.
- 3.8 Pupils demonstrate highly competent numeracy skills, which they use in other curriculum aspects, often without conscious thought. For example, in geography, pupils accurately transferred their mathematical understanding when formulating bar graphs to analyse the flow speed of the River Darent and the time it takes for a duck to travel ten metres and, in cross-curricular topic work, they designed a business plan on 'how to make your money grow'. Pupils acquire strong information and communication technology (ICT) skills and capably put together software presentations, text documents graphs and spreadsheets. These skills are facilitated by specialist teaching and a suitable bank of portable electronic devices. Good use of technological resources is also made to support learning in lessons, fully addressing a recommendation from the previous inspection. In mathematics, pupils expertly used an electronic search application to research the measurements of snakes in metres and then, working collaboratively with a partner, transferred this information into centimetres and millimetres. Children in the EYFS confidently used an interactive screen to practise simple addition and subtraction and devise coding sequences for electronic toys.
- 3.9 Pupils demonstrate a thirst for learning which enables them to analyse, hypothesise and synthesise. In science, younger pupils skilfully analysed photographs to identify the characteristics of human growth over time and, during a humanities lesson, theorised why the Romans chose to invade Britain. Older pupils, in mathematics, demonstrated exemplary higher-order skills when, based on the lesson theme, they predicted the next problem-solving question before it was asked and had already begun calculating the percentage of left-handed pupils in the room. In science, pupils adeptly analysed how light was reflected to create a rainbow effect and presented a logical description of the process. In the EYFS, children are provided with a wide range of problem-solving, critical thinking and independent learning experiences within the curriculum. They are keen to explore and investigate such as

experimenting with the sounds musical shakers make and then, with careful listening, trying hard to follow an example of a rhythm pattern. This outcome successfully meets the recommendation from the previous inspection to develop children's problem-solving, critical thinking and independent learning skills. Pupils of all ages demonstrate an extremely strong enthusiasm for participating in physical activity and an excellent understanding of skills required for a broad scope of sports' provision within the curriculum, including but not exclusively, swimming, gymnastics, football, netball, rugby, tennis and cross-country running. These significant outcomes are attributed to the provision of a well-planned curriculum and innovative teaching approaches, such as 'Can I' and 'What do I know' strategies, which challenge pupils' ability to reflect on their own knowledge.

- 3.10 Pupils achieve high standards in sports, music, art and drama and attain significant success in competitions regionally and nationally. Additionally, pupils achieve notable academic recognition, as exemplified in the number of scholarships that older pupils gain to their chosen senior schools. During discussions, pupils cited that the breadth of extra-curricular provision beyond the classroom not only expands their skill base and nurtures personal interest, but also prepares them extremely well for the future. This is fully in line with the school's aim to inspire a thirst for learning by providing opportunities that extend beyond the classroom.
- 3.11 All pupils, including those in the EYFS, have excellent attitudes to learning. They understand the importance of engagement and involvement in their learning, and actively participate in lessons to a very high degree, taking pride in their involvement and success. They greatly enjoy collaborative working, often taking it beyond the classroom and into homework activities or projects. Pupils demonstrate an extremely strong commitment towards taking leadership in their learning, such as acting as peer assessors for each other and writing their own success criteria for a piece of work. In their pre-inspection questionnaire responses, almost all parents were overwhelmingly positive about the school's success in meeting their children's individual educational needs, the quality of teaching and their children's development of skills for the future. Similarly, an overwhelming majority of pupils felt that teachers help them to learn and make progress, provide help if they have problems and support them to become confident and independent.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils, during interview, spoke passionately about the high-quality support that the school provides for their personal development. Pupils of all ages demonstrate excellent levels of self-understanding. They claimed that their belief in their own ability has greatly increased during their time in the school, enabling them to become more confident, independent and resilient in the face of difficulties. In particular, pupils attribute this development to the wellness programme within the curriculum, which they state has had a significant impact on their mental well-being and awareness of personal strengths and weaknesses. They state that the school encourages them to be resilient in the face of adversity; to just keep trying no matter what. Children in the EYFS demonstrate an intense desire to succeed as observed in the outdoor woodland area when they faced the challenge of opening a horse chestnut to extract the conker, despite the difficulties of the prickly shell. This is fully in line with the vision of leadership and governance in the school's aim to encourage confidence from a young age and prepare pupils for their future lives. In their responses to the pre-inspection questionnaires, the vast majority of parents and pupils reported that the school helps to develop confidence and independence.
- 3.14 All pupils, including the youngest in the EYFS, have an acute understanding that the decisions they make will have an impact on their personal success, both academically and personally. Children in the EYFS happily make decisions in their play and approach new challenges in a self-assured manner, such as organising their personal items when they come into school, sharing toys and taking turns. This is because staff set high expectations right from the beginning of a child's time at the school. Younger pupils have a secure knowledge about the impact of poor decisions, saying, 'If you can't make the right

choices in life, no one will want to employ you!’ Older pupils recognise that being able to act with independence and integrity are important skills for their future lives. They have an innate perception about the importance of working hard for future success, because their attainment in future schooling has a life-long impact. Pupils develop excellent spiritual awareness and appreciation of the non-material aspects of life because teaching approaches and pastoral care systems encourage openness of thought and philosophical enquiry. In geography, younger pupils exude amazement at the wonders of the natural world, describing the earth as seen in a satellite photograph taken from space as ‘an amazing planet to live on’. During discussion, older pupils articulated their sincere appreciation of Greek philosophers because of the impact their scholarly teaching in the past has had on the modern-day world. Children in the EYFS demonstrate an intense admiration for the beauties of the woodland areas, discussing the differences between summer and autumn leaf colours in an animated manner.

- 3.15 Pupils’ moral understanding is outstanding and, at all ages, they have a deeply embedded comprehension of the differences between right and wrong. At all times, pupils demonstrate excellent standards of behaviour both within school and in the outside areas during free play time and an acute awareness of the need to abide by the school rules for the good of the school community. Children in the EYFS readily accept the need to apologise to their friends for any slight misdemeanour, such as poor sharing of toys. During discussion, pupils commented on the importance of self-responsibility and setting a good example to those who are new to the school or in the youngest age range. They explain that any poor behaviour in class would hinder the learning of their peers and that the Rosemead rules help to keep everyone safe and happy. Older pupils astutely recognise that the laws of the country are there to protect everyone, offering the view that prison is a big part of society which provides an opportunity for re-education and self-reflection on poor moral choices. These mature attitudes and values are a result of the strong pastoral care systems and the guidance that pupils receive in personal, social and health education (PSHE) lessons.
- 3.16 Socially, pupils have an excellent awareness of the importance of working together for the good of the school community and wider society. They are courteous and respectful and co-operate willingly with adults as well as each other. Older pupils willingly support younger pupils through the buddy system, providing guidance and, in particular, helping those new to the school to settle quickly into prep school life. In the EYFS, children greatly enjoy the company of their friends and the adults who care for them. They play amicably alongside each other and openly celebrate the successes of their peers, such as giving enthusiastic congratulations to a friend who managed to walk along a balance beam unaided. Pupils develop highly positive attitudes towards their social responsibility and have a deeply embedded understanding of working together to solve problems and achieve common goals. During an assembly, newly elected council members competently presented their vision for school improvements during the forthcoming academic year, such as having a ‘no-meat Monday’ and an ‘electricity-free’ day, demonstrating their determined commitment to making a positive contribution to school life and the wider community.
- 3.17 Pupils develop extremely strong social conscience and understand that fairness is a fundamental need for any community. For example, in assembly pupils ardently voiced the importance of a democracy within a community, stressing that everyone’s opinion is valued and that the individual voice of everyone will help to make the school more harmonious and a better place. Pupils of all ages have a strong commitment towards helping the needs of others and speak proudly of their recent initiative to reduce single-use plastics in school. Pupils make considerable contributions towards helping those less fortunate than themselves, such as supporting a local foodbank and selling unwanted property and homemade items to raise money for local and national charities. The strength of pupils’ social development and contribution to the community is attributed to a major focus on creating a community that enables pupils to be reflective and compassionate, which is a core aim of the school. This is supported by the views of parents and pupils in the pre-inspection questionnaire responses which are overwhelmingly positive about the school’s contribution towards pupils developing strong teamwork and social skills.

- 3.18 Pupils' cultural understanding is excellent. Pupils demonstrate an advanced respect for the needs of a diverse society, and in particular, that of the school community, which is a key characteristic of the school's vision in creating an inclusive and nurturing environment, which prepares pupils for their future lives. Pupils are very clear during discussions and their contributions in lessons, that tolerance is a crucially important part of society. They say that the PSHE programme is particularly supportive in helping them to understand that everyone has a right to celebrate their own cultural heritage. Pupils welcome curriculum provision which facilitates learning about the cultural heritage of their peers, such as the recent 'International Day', where they dressed in cultural attire of their choice, and participated in activities themed around countries and continents. A particular highlight of the day was the internationally themed luncheon, which was greatly enjoyed by all! Pupils are proud of their diverse school community and feel that they are developing strong attributes of sensitivity and tolerance to those from different backgrounds and traditions.
- 3.19 Pupils develop an extremely strong knowledge of how to stay safe and lead a healthy lifestyle. During discussion, they stated that the meals provided by the school are nutritious and balanced and that staff expect them to always have at least one portion of protein on their plate. Pupils have a very clear understanding of the importance of physical exercise, which they conclude is essential to staying healthy and ensuring their mental well-being. They comment that they have plenty of sporting provision within the curriculum, which they greatly enjoy. Older pupils name obesity and type 2 diabetes as consequences of an unhealthy diet and lack of exercise. Children in the EYFS are developing a strong understanding of healthy living skills, such as the importance of hand washing before meals and, with reference to autumn berries in the woodland area, the 'don't pick, don't lick' rule. Pupils are acutely aware of keeping safe online and state that the school provides them with very clear guidance on e-safety.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended an assembly. 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 Sue Bennett	Reporting inspector
Mrs Louise Robinson	Compliance team inspector (former head, GSA school)
Mrs Eithne Webster	Team inspector (former head of Key Stage 1, IAPS school)