



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Shrewsbury House School

September 2021

Contents

School's Details		3
1. Background Information		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. Regulatory Compliance Inspection		5
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		6
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
3. Educational Quality Inspection		8
Preface		8
Key findings		8
Recommendation		8
The quality of the pupils' academic and other achievements		8
The quality of the pupils' personal development		11
4. Inspection Evidence		14

School's Details

School	Shrewsbury House School		
DfE number	314/6002		
Registered charity number	277324		
Address	Shrewsbury House School 107 Ditton Road Surbiton Surrey KT6 6RL		
Telephone number	020 8399 3066		
Email address	shsoffice@shstrust.net		
Executive headteacher	Mrs Joanna Hubbard		
Chair of governors	Mr Darren Johns		
Age range	7 to 13		
Number of pupils on roll	332		
	Years 3 to 6	224	Years 7 to 8 108
Inspection dates	28 September to 1 October 2021		

1. Background Information

About the school

- 1.1 Shrewsbury House School is an independent day school for male pupils aged between 7 and 13. The executive head has been in post since February 2021. The school was privately owned until 1979 when a charitable trust was established, which now oversees three schools. The governors are trustees of the three schools.
- 1.2 Founded in 1865, the school is situated on a six-acre site in Surbiton, south-west London. It is based around an old mansion house, with purpose-built classroom blocks and facilities in the grounds. A further seven acres of grass playing fields are located in nearby Chessington.
- 1.3 In recent years, the school's facilities have been extended with a new sports hall, classroom block, theatre/assembly hall, music department, design and technology room, art room, library, three science laboratories, an all-weather surface and upgraded swimming pool.
- 1.4 During the period March to August 2020, the whole school remained open only for vulnerable children and the children of key workers. During this period of closure, the school provided remote learning materials for all pupils.
- 1.5 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.
- 1.6 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.
- 1.7 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.

What the school seeks to do

- 1.8 The school aims to develop independent, curious and passionate learners to succeed in a changing world. The ethos is based around the five fundamental values of integrity, respect, perseverance, compassion and aspiration. It seeks actively to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs which underpin all that they offer.

About the pupils

- 1.9 Pupils come from within a ten-mile radius of the school from predominantly professional backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils is above the national average. The school has identified 21 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dysgraphia and semantic pragmatic language disorders, of whom 16 receive additional support. Two pupils have education, health and care plans. English is an additional language (EAL) for 28 pupils, the majority of whom are fluent in English, and one pupil has support. There are four pupils with medical/disability needs consisting of sight loss, hearing impairment, diabetes and epilepsy. Data used by the school have identified 16 pupils as the most able in the school population, and they are catered for in lessons across all curriculum areas.

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. 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](#)

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 associated requirements and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. 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'.

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 display excellent attitudes to learning from an early age; they have a real desire to learn and work independently and collaboratively at an outstanding level.
- Pupils are excellent communicators who show outstanding skills; they are highly articulate from a very young age, use vocabulary appropriately and confidently, and listen well.
- Progress and achievement over time from their various starting points are excellent, and they achieve at very high levels across a range of subjects.
- Pupils' knowledge, skills and understanding are excellent, and pupils of all abilities acquire and use them effectively in a range of subjects.

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

- Throughout the school, the pupils display excellent attitudes toward diversity and tolerance; they respect all members of the school and wider communities.
- Pupils have excellent social skills where they show incredibly high levels of awareness and a strong sense of belonging.
- Pupils display high levels of personal understanding, reflected in their approach to school life and their development of positive personal characteristics.
- Across the school, pupils display an excellent understanding of right and wrong; they have a strong sense of how to behave appropriately and exhibit excellent manners.

Recommendation

- The school in the context of the excellent outcomes should enable all pupils to gain an advanced understanding of how to improve by ensuring all subjects provide helpful and constructive feedback and share the expertise of the staff to ensure the highest possible pupil outcomes.

The quality of the pupils' academic and other achievements

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

3.4 Pupils have excellent attitudes to learning and develop high levels of independence from a young age. They are highly confident and speak freely showing a willingness to engage and achieve and to be fully involved with learning. Pupils show extremely high levels of perseverance, sustained focus and commitment in lessons. They collaborate extremely well and are co-operative and highly competent

learners. They are eager to learn and use initiative to direct their own learning independently from an early age. Pupils encourage and challenge one another, as seen in music clubs where they supported each other whilst learning new pieces to play and in drama where they gave constructive feedback on each other's performances. From the minute they arrive in the mornings, they are engaged in classroom activities that develop their social awareness of challenging topics. Pupils apply themselves and listen carefully displaying high levels of understanding as seen in an English lesson in Year 8 where they were actively involved in a debate either giving evidence or listening for flaws in the evidence in an environment where the teacher had created a culture of listening and respect. Pupils display curious and interested attitudes towards learning in design and technology where they ask questions and manipulate equipment and materials and manage their learning with enthusiasm and competence. Pupils are enthusiastic learners who reason well and who draw on acquired knowledge to promote their understanding. In a French lesson in Year 5, for example, they demonstrated high levels of enthusiasm when contributing ideas about describing the weather in different countries in the target language. They explored the dialogue and vocabulary with diligence and commitment. Pupils' positive attitudes are developed by their response to the excellent pace of lessons, teachers' high expectations and the challenging environments that are created.

- 3.5 Pupils are excellent communicators who speak fluently, articulately, confidently and passionately about their learning; it is clearly an expected part of daily life. Their discussion and communication skills with each other and adults are excellent. They develop an extensive vocabulary which they use well in different contexts to support their understanding of advanced concepts such as 'semantic fields' and 'tectonic plates'. Pupils speak extremely well in public as seen in house meetings and in a Year 5 English class where they spoke in complex sentences using connectives to create an argument. During interview, pupils explained their thoughts carefully and informatively about some very advanced concepts covered as part of their relationships and sex education lessons. They respond to instructions intelligently and competently throughout their time at the school. They listen well and read with confidence and a sense of understanding as seen in Year 3 where they effectively retrieved information from a text and scanned the text to identify key parts of speech. Written work is excellent, and pupils are very skilful in writing for a variety of audiences and in a variety of genres. Pupils take pride in their work and present it neatly. Over time, pupils of all abilities improve their understanding of how to write creatively. Collaborative learning is a major factor in developing pupils' communication skills. In a geography lesson in Year 7, for example, highly effective conversations in pairs helped all pupils to develop accurate subject-specific vocabulary when identifying the hazards associated with a volcanic eruption and ranking them in order of the most dangerous to the least. These well-developed skills are a result of pupils responding positively to the numerous opportunities to communicate and the teachers' effective questioning.
- 3.6 Pupils of all abilities make excellent progress over time, particularly in English, French, music and sport, and achieve standards which are well above average for their age by the time they leave the school. The excellent tracking and monitoring and the highly effective use of information from academic assessments inform teaching strategies and enable teachers to give appropriate guidance as to the next stages of learning and to cater for pupils' needs through well-planned lessons. Pupils with special educational needs and disabilities (SEND) make excellent progress and are extremely well supported in class by high-quality specialist help which offers well-focused and timely interventions and enables pupils to respond well to the target setting in the front of their books. Inspection evidence supports the staff view expressed in the questionnaire that the school meets the needs of all pupils. The excellent progress that the pupils make is in accordance with the school's stated aim to develop independent, curious and passionate learners to succeed in a changing world. Pupils benefit greatly from the specialised subject teaching and the grouping of classes, in some subjects, by prior achievement. Pupils take advantage of all opportunities to improve with great enthusiasm as shown in a French lesson in Year 7 where pupils were extended to identify verbs in their infinitive form. Pupils work positively together to produce high-quality end results in their academic studies, sport, music, art and drama. The programme of personal, social and health education (PSHEE) incorporating

relationships and sex education is excellent and is graduated appropriately for pupils with suitable topics and the development of the relevant life skills. Pupils respond positively to the teachers' marking and, when success criteria are clearly identified and informative feedback given, pupils show a clear understanding of what they need to include in order to make the progress of which they are capable. In a few subjects, where the feedback does not give a clear indication of how to improve and the lesson content is not so well adapted to the pupils' needs, progress is limited. Pupils have a healthy level of competitiveness and are aspirational in their achievements. Pupils of a wide range of abilities perform with confidence on a variety of instruments and are highly successful in performing in public, particularly when doing so for the first time. Scholarship success is enjoyed by a large number of pupils in subjects other than academia. Pupils are highly successful in local competitions and national events and, whilst performing at a very high level, they were humble when discussing them in conversation with inspectors.

- 3.7 Pupils of all ages and abilities achieve exceptionally high levels of knowledge, skills and understanding. They develop skills over time in a wide range of subjects. Pupils' rapid development of higher-order thinking skills is helped by the open-ended questioning in lessons by staff. Throughout the school, pupils work enthusiastically in pairs, small groups and individually to achieve high-quality end results. All pupils use subject-appropriate skills to a very high level, and this consistently improves understanding. Pupils apply their skills extremely well to tasks across the curriculum. This was seen clearly, for example, in a tutor session, where pupils were discussing the origins and provenance of a coin brought in by a pupil and in art, where they were using drawing grids most effectively to produce pictures of soft toys. They use ambitious and extended literary terminology to analyse and write persuasive text and include the use of alliteration, opinions, repetition, questioning, emotive language and statistics.
- 3.8 In numeracy, pupils display an excellent command of subject vocabulary and use key mathematical words accurately. Pupils of all abilities show a high level of subject knowledge and can manipulate number effectively. Levels of numeracy acquisition are excellent and by the end of Year 8, they are highly competent mathematicians who are achieving high-quality results appropriate to their age and abilities. They apply their excellent mathematical knowledge independently and confidently; pupils in Year 3, for example, are able to recall previously acquired knowledge quickly and show excellent understanding when discussing all the mathematical vocabulary that mean addition.
- 3.9 Application to cross-curricular links is excellent, as seen in a languages lesson where they were doing mathematical calculations in French and in science, technology, engineering and mathematics (STEM) where they apply mathematical skills well to create measurements to construct plans for an earthquake tower. Collaborative work and group work are used well; for example, pupils assist each other co-operatively when changing numbers into population pyramids in science. Pupils' computing skills are developed at a rapid rate, and even the youngest pupils benefit greatly from the provision offered by the school. Their understanding and application are good, and they speak informatively about the range of technology they use and how they support their peers in promoting computer skills and understanding. Pupils show high levels of digital literacy, and they are able to choose appropriately the most suitable medium to support them in the presentation of their individual work.
- 3.10 Study skills are developed to a high level from the time the pupils start at the school. In a science lesson in Year 6, for example, pupils used higher-order thinking skills to go beyond the brief of how day and night occur to think critically about the more complex concept of how the seasons are created. Also, in a French lesson where their enthusiasm was exceptional and their participation total, they learned how to link various phrases to describe a variety of weather conditions. Pupils can analyse how they learn and know their own strengths and weaknesses. Pupils show initiative with their own research, as seen in an excellent geography lesson where they found photographs of different parts of the school to illustrate the personal tours they were devising for visitors. They have high levels of analytical skills which they employ in their studies. In a theology, philosophy and religion lesson (TPR) in Year 5, pupils used logic and reasoning to formulate well-thought-out hypotheses about Christian

symbols and why they are used. Pupils share their views freely about how they become independent learners as a result of being at the school and learning how to complete work independently. Pupils can make excellent connections between the languages, other than English, that they study to enable them to see the nuances and changes in language.

The quality of the pupils' personal development

- 3.11 The quality of the pupils' personal development is excellent.
- 3.12 Pupils' self-knowledge, self-esteem, self-confidence and self-discipline are all excellent, and behaviour is at a very high level from a young age. Pupils have excellent levels of perseverance and resilience, and they respond to challenges at all levels with commitment and enthusiasm. Where it is provided, the pupils methodically use the advice given by the staff and are able to explain what they are good at and show high levels of self-understanding when discussing what they need to do to improve further. Pupils are quick to understand how to set personal targets and explain this well in discussions. They appreciate that learning often comes about through failure and know that this is a particularly useful way of seeing how to make progress and improve their performance. They actively support each other and value the support they themselves receive from other pupils and the staff. Pupils apply their confidence in a self-disciplined manner, as seen in a PSHEE lesson in Year 8 where they sensitively used deductive skills to determine positive attributes of other pupils. Pupils are confident in their self-belief; in art and design and technology, for example, they follow their own plans and ideas rather than being influenced by others. The leadership of the school is most effective in creating the space and the opportunities for pupils to develop excellent personal skills and self-awareness.
- 3.13 Pupils show high levels of respect and ensure inclusivity for pupils of all cultures. They value diversity both in society and in the school community. They have a well-developed knowledge of their own cultures and the cultures of others. Pupils explain that they are encouraged to hold their own opinions and to value the views of others. They are thoughtful, empathetic and reflective when discussing situations such as respect, faith and the protected characteristics. They show a real awareness of others and they do not see differences – they just see other people and friends. The school encourages the inclusivity of a variety of cultures, and pupils speak warmly of talking in assemblies about their way of life and traditions. An overwhelming majority of parents, pupils and staff who responded to the questionnaire acknowledged that the school encourages them to respect other people and that the school promotes values of democracy, respect and tolerance of other people. The pupils speak freely about topics such as freedom of speech as seen in a PSHEE lesson where they discussed dictatorships and the poor treatment of people around the world. Pupils reflect independently and thoughtfully on their religious beliefs and appreciate that everyone chooses what they believe. Pupils respond positively to the opportunities to reflect and appreciate how music is used in some lessons to encourage reflection and thinking time. Pupils appreciate the success of other pupils and freely offer praise and congratulations as seen in the house meetings and after success at sports fixtures.
- 3.14 Pupils respond extremely well to the embedded culture of collaboration, and they believe their opinions are valued. They work extremely well in group situations and work towards common goals with great enthusiasm, as seen in a STEM lesson where they were planning how to build a structure from spaghetti, marshmallows and tape. Pupils are exceptionally socially aware and work effectively together. Teachers' planning allows for them to work together in pairs or small groups, and pupils work co-operatively and build close social bonds which in turn foster greater learning through their ability to listen and to work with others. This was clear in an English lesson in Year 7 where pupils demonstrated excellent teamwork in making a presentation about the semantic field in a poem, demonstrating the ability to work together under time pressure, delegating responsibility for various tasks among the group. At break times, pupils were observed to be working collaboratively to enjoy the games they play.

- 3.15 Pupils behave well from an early age. They display excellent manners and share equipment willingly. In their questionnaire responses, almost all parents and all pupils agreed that the school actively promotes good behaviour. Inspection evidence wholly supports this view. They take responsibility for their own behaviour from an early age and take ownership of their learning. In the parents' questionnaire, a very small minority disagreed that the school deals with bullying effectively. In interviews, pupils talked emphatically about the lack of bullying and appreciate fully that if it occurred it would be dealt with and all parties would be supported. Pupils are thoughtful and kind. The older pupils relate well to the younger pupils and are keen to help them which creates a real sense of community, particularly through the much-enjoyed and appreciated buddy system. Pupils conduct themselves sensibly and courteously around the school, and their classroom behaviour is exemplary, giving them great opportunities for productive study. Pupils respond well to the ethos of the school, and they volunteer enthusiastically about their understanding of the school and classroom rules as well as appreciating the needs of others. Pupils work extremely effectively to build confidence and deepen their understanding before contributing to discussions. Rewards and sanctions focus on positive reinforcement and reflection, and the system is well understood and appreciated by the pupils.
- 3.16 Pupils respond positively to the many opportunities they are given to make decisions. They respond well to having the chance in lessons to extend themselves. They make sensible and thoughtful decisions, always with consideration for the effects on themselves and other people, showing them to be reflective and highly self-aware. Pupils enjoy the opportunities to solve practical problems and fully utilise their vocabulary and social skills to make decisions. Pupils make decisions from an early age which positively affect their learning, health and well-being. Pupils react positively in tutor groups and make choices about being respectful of others. In a discussion group in Year 8, for example, they talked about how decisions regarding consent could affect them in later life and, in Year 5, they talked about the rewards and sanctions system in a positive manner and felt this encouraged them to choose carefully in order to do their best. They involve themselves fully in the democratic process with enthusiasm and a sense of importance, for example, when voting for representatives for the eco-committee. They are confident that they are listened to, and members of the school council believe they do bring about change. Pupils are encouraged to voice their thoughts and opinions and do so tactfully and with empathy.
- 3.17 Pupils make an excellent contribution to others, the school and the community and they benefit from the many opportunities for leadership and service. They embrace responsibilities from an early age with enthusiasm and a high level of understanding. Pupils speak highly and affectionately of the buddy system which exists to support the younger pupils allowing the older ones to take responsibility and to act as positive and effective role-models and to develop high levels of awareness of the social and developmental needs of the youngest pupils. They express themselves clearly about the value of having responsibility and understand the process of elections for some positions. They care for those in the wider community and have a well-developed sense of those less fortunate than themselves through supporting a number of charities. Pupils are actively engaged in selecting the charities they support, and they talk animatedly about organising events to raise funds. From a young age, pupils are made aware of the environment and sustainability, and they appreciate the need to protect it, both at school and worldwide. The sense of community extends beyond the school gates with pupils distributing letters to their neighbours as an act of kindness, making Christmas cards to send to elderly people who were isolating, contributing gifts for the elderly at local food banks and entertaining at the local old people's homes.
- 3.18 Pupils' understanding of how to stay safe and be healthy in all its forms is highly developed. Pupils understand clearly what a healthy lifestyle is, the importance of diet, online safety and mental health. They appreciate the benefits of exercise and diet and know the effects it can have on their lifestyle. The pupils actively participate in being healthy. They know how to stay safe and how to deal with incidents involving others. The vast majority of pupils and parents who responded to the questionnaire confirmed that the school provides a safe environment and keeps them safe. All pupils stated that

they know how to stay safe online. In interview, pupils confirmed that they are given regular advice about online safety and the dangers of social media. They showed an excellent awareness of the lengths the school goes to in order to keep them safe in all areas. The pupils benefit from a school culture that offers considerable opportunities to participate in activities that support healthy growth, both physically and emotionally.

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

Inspectors

Mr Paul Easterbrook	Reporting inspector
Mrs Gretchen Copeman	Compliance team inspector (Deputy head, ISA school)
Mr James Ashcroft	Team inspector (Deputy head, IAPS school)
Mrs Angela Clancy	Team inspector (Former deputy head, IAPS school)