



**ISI**

Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**St Anne's School**

**November 2022**

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## School's Details

<b>School</b>	St Anne's School		
<b>DfE Number</b>	881/6002		
<b>Address</b>	St Anne's School 154 London Road Chelmsford Essex CM2 0AW		
<b>Telephone number</b>	01245 353488		
<b>Email address</b>	admin@stanneprep.essex.sch.uk		
<b>Headteacher</b>	Mrs Valerie Eveleigh		
<b>Proprietor</b>	Chelmsford St Anne's School Ltd		
<b>Age range</b>	3 to 11		
<b>Number of pupils on roll</b>	133		
	<b>EYFS</b>	32	<b>pre-prep</b> 33
	<b>prep</b>	68	
<b>Inspection dates</b>	1 to 3 November 2022		

## **1. Background Information**

### **About the school**

- 1.1 St Anne's School is a small independent co-educational school, founded in 1925. It is situated in the centre of Chelmsford. The school is owned by a limited company, which delegates day-to-day responsibility for the running of the school to the headteacher and school business manager. The school business manager is also a director of the limited company. The school comprises three sections: the Early Years Foundation Stage (EYFS); pre-prep, for pupils in Years 1 and 2; and prep, for pupils in Years 3 to 6.
- 1.2 The current headteacher took up her post in September 2019.

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

- 1.3 The school aims to create a happy, secure and stimulating learning environment in which all members of the school community can grow in confidence and develop their full potential. It seeks to nurture and support all abilities, to help every child to achieve their potential in all areas of learning and to equip children with the resilience and perseverance to become creative and independent thinkers and learners for life within an ever-changing world.

### **About the pupils**

- 1.4 Pupils come from a range of backgrounds and nationalities, mostly from families living within a 15-mile radius of the school. Assessment data provided by the school indicate that the ability of pupils is above average compared to those taking the same tests nationally. The school has identified 14 pupils with special educational needs or disabilities (SEND), all of whom receive additional support. No pupil in the school has an education, health and care plan. Six pupils speak English as an additional language (EAL). The curriculum is modified for those pupils identified as the most able in the school's population.

## 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 (EYFS) statutory framework. 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](#).

## 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 National Curriculum tests in the years 2018 to 2022 confirm 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 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 Arrangements made to safeguard and promote the welfare of pupils do not always pay due regard to current statutory guidance. For a small number of staff whose DBS checks arrive late a separate barred list check was not completed prior to commencing work at the school.
- 2.10 The proprietor does not carry out an effective review of safeguarding policy and practice.
- 2.11 The standards relating to welfare, health and safety in paragraphs 9–16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but that in paragraph 7 [safeguarding] is not met.**

#### Action point 1

The school must ensure that a separate barred list check is completed for staff when the DBS check is not available prior to employment [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

#### Action point 2

The school must ensure that the proprietor maintains appropriate oversight of the school's safeguarding policy and practice, notably recruitment checks [paragraph 7(a) and (b); EYFS 3.7].

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

- 2.12 The school does not always complete appropriate checks to ensure the suitability of staff, and the single central register is not kept as required. For a small number of staff, identity and right to work checks were not completed prior to employment nor recorded in the single central register. The school does not always check the identity of contracted staff on their arrival at the school.
- 2.13 **The standards relating to the suitability of those in contact with pupils at the school in paragraphs 19 and 20 are met, but those in paragraphs 18 [suitability of staff] and 21 [single central register of appointments] are not met.**

### **Action point 3**

**The school must ensure that it checks the identity of staff and contracted staff, and the right to work of staff, before they commence working at the school [paragraphs 18(2)(c)(i), 18(2)(c)(iii) and 18(3); EYFS 3.9].**

### **Action point 4**

**The school must ensure that checks of identity and the right to work are accurately recorded on the single central register [paragraphs 21(1), 21(3)(a)(i) and 21(3)(a)(vii); EYFS 3.12].**

## **PART 5 – Premises of and accommodation at schools**

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

## **PART 6 – Provision of information**

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

## **PART 7 – Manner in which complaints are handled**

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

**PART 8 – Quality of leadership in and management of schools**

2.20 The proprietor does not ensure that the leadership and management, including governance, 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.

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

**Action point 5**

**The school must ensure that the leaders and the proprietor 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 [paragraph 34(1)(a), (b) and (c)].**

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

**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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
KG 1	Nursery
KG2	Reception

#### Key findings

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

- Pupils display excellent verbal and listening skills which they use effectively in all areas of learning.
- Pupils are highly numerate applying their skills across the curriculum effectively.
- Pupils have excellent creative skills.
- Pupils exhibit very positive attitudes to learning and relish opportunities to work independently when given the opportunity.

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

- Pupils have an excellent understanding and awareness of the cultural diversity reflected in their own school and the wider world.
- Pupils demonstrate strong moral development and excellent manners. They value each other and are very respectful of their community and its rules.
- Pupils develop a strong sense of self-worth and high levels of self-confidence as they move through the school.
- Pupils have an excellent understanding of how to stay safe and the importance of being physically and mentally healthy.

#### Recommendation

3.3 The school is advised to make the following improvement.

- Strengthen the ability of all groups of pupils to work with increasing independence and initiative across all subjects in their day-to-day learning.

## 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 have excellent communication skills. Pupils listen attentively to one another and their teachers, express their opinions convincingly and answer questions with clarity and confidence. The school leadership place great importance on acquiring good reading skills and there is a strong focus on discussion as a learning tool. The youngest children know their basic letter sounds. The most able confidently sound out more complex sounds, and competently read high frequency words. In English comprehension lessons, pupils acquire well-developed reading skills. Younger pupils contributed excellent suggestions to describe the different types of problems the main protagonist in a story might encounter. The oldest pupils demonstrated mature comprehension skills of inference and deduction, when reading a nonfiction text on the story of Guy Fawkes and the origins of Bonfire Night. They could infer that Robert Catesby was a Catholic and explain their rationale, using evidence from the text. From a young age, pupils develop very good written communication skills and learn to write for a range of purposes. The youngest pupils confidently explore mark making, with the most able competently writing words with increasing independence. Older pupils write very convincing adverts for a chocolate bar which they had invented, demonstrating their complete understanding of the power of words to persuade. Older pupils write in a variety of age-appropriate styles, including imagery effectively to enhance extended writing on a Greek Myth. Pupils can apply their writing skills effectively across subjects. For example, accurately using their understanding of the techniques of diary writing to imagine life in 1665 at the time of the great plague or applying their letter writing skills to great effect when imagining life in the trenches, using vocabulary and a writing style suitable for the period.
- 3.6 Pupils of all ages and abilities have strong mathematical skills and knowledge. This is because of the opportunity to work at appropriate levels of difficulty and a strong focus on numeracy by the leadership. The youngest children competently match their domino numbers, demonstrating understanding of numbers to ten. Younger pupils demonstrated secure counting and adding-on skills when they used coins to make different amounts up to 20p. The oldest pupils explain articulately how to add and subtract negative numbers and accurately explain the method they used to work out problems. Pupils demonstrated secure understanding of mathematical vocabulary; mass, surface, diameter, mean. Pupils accurately interpret information from tables and graphs and apply their knowledge in other subjects, such as to analyse the effect on shadows when a light source is at a different distance from the object or in calculating angles when coding.
- 3.7 Pupils of all ages have a high level of knowledge and understanding across all areas of learning. Almost all pupils who responded to the pre-inspection questionnaire felt their skills and knowledge improve in most lessons. This can be attributed in part to the many ways the curriculum is enriched with termly outings for each class and themed weeks. Pupils have excellent aesthetic and creative knowledge and skills, seen in the beautiful collaborative artwork around school, such as work completed in the style of Frank Bowling and Keith Haring. They sing with enthusiasm and musical accuracy, with older children showing strong understanding of the effect of  $\frac{3}{4}$  time when singing a lullaby with excellent tone, pitch and lyricism. Pupils' human and social knowledge is above age expectations. Older pupils used a variety of sources of information to complete independent project work about a seaside resort, building both on classwork looking at coastal erosion and their skills of persuasion. They use technical subject specific vocabulary to accurately explain the formation of arches and stacks or to competently describe the effect of plate tectonics in the creation of earthquakes and volcanoes. Pupils have excellent scientific knowledge and skills. The most able pupils explain advanced concepts, correctly using scientific terminology. They can describe and explain the effect of different forces or the effect of refraction in different types of lenses to focus light. They can make accurate observations and measurements and use these to draw suitable conclusions. For example, pupils could explain the changes in shadow size or the effect of different surfaces on the speed of movement of a toy car. Pupil's physical skills are advanced for their age. The youngest pupils master basic physical movements

effectively, and older pupils develop their throwing and catching skills successfully. Pupils showed confident dance skills during an assembly performance. Almost all pupils who responded to the questionnaire felt teachers know their subjects well and that feedback and marking help pupils improve.

- 3.8 When studying texts, pupils of all ages effectively use age-appropriate inference skills to extract implied meaning from the text. Older pupils use higher-order thinking skills effectively to hypothesise when carrying out investigations, with the most able justifying their hypothesis with scientific understanding beyond their age. They can successfully analyse data from charts about the solar system. Older pupils successfully synthesise prior knowledge on events of WWI, to discuss and explain why reparation should be made, in different ways, for the damage done in war. By the end of their time in school, pupils have excellent study skills because of the many opportunities given to discuss and reflect on their knowledge.
- 3.9 Pupils have good information and communication technology (ICT) skills. They effectively research information from 'child friendly' search engines and can display information effectively when using various presentation applications. They use word processing skills accurately in project work. Older pupils are competent coders, making rapid progress over a series of lessons able to give instructions to draw first simple shapes and then progress to giving more complex instructions, creating complex shapes and computer art. Pupils use ICT across their subjects, for example, using graphs to accurately display information about the habits of woodlice.
- 3.10 Pupils of all ages have excellent attitudes to their learning, demonstrating a willingness to be engaged and active in their learning, especially in discussion. They listen attentively, follow instructions, and settle quickly to their work. When given the opportunity they enjoy working collaboratively as a class or in groups, for example when supporting one another in improving vocabulary choices when writing group poems. Older pupils worked collaboratively to run a virtual theme park, using mathematical skills to calculate the cost of opening for a day, working out running costs, profit and loss and the effect of different numbers of visitors. Older pupils are keen to ask questions which further their understanding of historical events. The most able pupils take initiative in making choices on how to present their notes using their own words and styles. However, pupils show more limited ability to work with independence and take leadership in their learning on a day-to-day basis, with much work teacher led across many subjects. Pupils enjoy their lessons and say that they feel well supported by their teachers. Almost all the parents who responded to the questionnaire felt the school equipped their children well in the collaborative and teamwork skills they will need in later life.
- 3.11 By the time pupils leave the school, all have made good progress in line with their starting points. This was confirmed by observations of pupils' work in books and in lessons. It was also confirmed by analysis of the school's own assessment data, with pupils achieving attainment results in standardised tests above the average for pupils taking the same test nationally and some well above the average. Pupils with SEND make rapid progress. This is because of the effective individual support that pupils receive. Leaders and staff support pupils' progress through the effective use of information from assessment data to provide support and challenge where needed. Pupils are academically well prepared for entry to their future schools with almost all gaining places at their first-choice local grammar schools or selective independent schools.
- 3.12 Pupils achieve good levels of individual and group success in a variety of disciplines. The school has achieved a school games gold award for the last four consecutive years, in the Chelmsford school's active sports partnership and has been awarded platinum status in 2022. This is for participating in many local and county tournaments. The year 6 rounders team progressed to county finals in 2021 and were well placed in a national tournament. Individual pupils have been rewarded for their achievements as sports ambassadors with 'young leaders' awards from the local sports partnership. Many pupils achieve high levels of success in their graded examinations for music, speech and drama. Opportunity for external participation in music and drama festivals has been curtailed in recent years

but pupils participated in the Chelmsford Festival in 2019 and were winners for Choral speaking and poetry. There have been several scholarships to local independent schools.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate high levels of respect and appreciation for the different cultures represented in their school and beyond. This is reflected in some excellent displays of pupils' work on inclusion and on valuing difference. Pupils have a strong understanding that everyone should be treated fairly. They can clearly articulate all the different protected characteristics. Older children learn sign language which helps them respect the difficulties faced by some in the deaf community. The school meets its aim to promote British and co-operative values and attitudes of care, tolerance, trust, and respect.
- 3.15 Pupils' behaviour is exemplary and their manners impeccable. Almost all parents and pupils who responded to the questionnaire felt the school actively promoted good behaviour and expects pupils to behave well. In discussions, older pupils felt that their strong moral code was developed through an appreciation of the schools 'Golden Rules', displayed in every classroom, which are referred to frequently in assembly. They explained how they know it is important to think about the consequences of their actions and are quick to apologise for any wrongdoing. This is because of the focus on positive behaviour in the school's behaviour policy, supported by all staff. The youngest pupils will distinguish right from wrong, reflecting the clear class boundaries effectively, telling one another not to run or to sit quietly on the chair or they will fall off. Pupils are respectful of visiting adults and extremely polite in response to questions and when participating in whole class discussions. Pupils show high levels of care for one another, responding to peers sitting on the friendship bench with offers to participate in games. This is because of the positive role models of staff and because of the focus on manners and inclusion by the school leadership. Older pupils have an excellent understanding of the importance of rules in the wider society, though modules in the personal, social, health and economic education (PSHE) programme.
- 3.16 Pupils of all ages have excellent levels of self-awareness and strong understanding of their own strengths and weaknesses. They are highly confident and well prepared for the next stage of their lives. The vast majority of parents who responded to the questionnaire felt the school enabled their children to be confident. The youngest children can articulate and draw pictures to show what is true and false about themselves, understanding how what we think affects what we do. Older pupils described how they are enabled to be increasingly self-confident when participating in challenging events during their year 6 residential trip. They explained how they were prepared to keep trying even if they felt anxious because of the support from their peers and teachers. Pupils have high levels of self-esteem because of the nurturing relationships with peers, where pupils feel valued for their talents and for what each can achieve. In lessons they can work confidently on their own, when given the opportunity and show perseverance. Pupils say that teachers encourage them to think for themselves when they face challenge in their work and support them without actually giving them the answers. In a mathematics lesson on positive and negative numbers, pupils worked independently and used examples from the textbook before asking the teacher for help. Year 5 and Year 6 pupils say that they are confident that they are well prepared for the 11+ exams. They understand that one learns by mistakes. The regular assessments give them a very good understanding of what they need to do to improve their learning. The school meets its aim to nurture and support all abilities and equip children with resilience and perseverance. It enables pupils to live up to the school motto 'Fortiter, Fideliter, Feliciter' (boldly, faithfully, successfully).
- 3.17 Pupils have an excellent understanding of the importance of staying safe in a variety of contexts and understand the importance of being physically and mentally healthy. This is because of the well-planned PSHE programme, and the importance placed on mental health by the school leadership. The youngest pupils showed developing understanding of how thoughts influence how we feel and

behave. Young pupils reflect on how change can be difficult and affect our emotions. They thoughtfully suggest ideas to show how we can help deal with feelings of anxiety or fear by talking to adults or thinking about things that make us happy. They confidently build the skills to support strong mental health. Pupils have a clear understanding of the importance of being safe online. Pupils are physically active and enjoy taking part in the 'daily mile' initiative, supported by the school. They have achieved a local platinum award for sports participation and inclusion. Almost all pupils who responded to the questionnaire felt that the school was a safe place to be.

- 3.18 All pupils from the youngest in the school have strong understanding of the importance of making good choices, when they can and the impact these choices have on their lives or the lives of others. EYFS children decide what activities they want to do in the afternoon and who they want to work with, or which materials they want to use to create the most effective artwork. Younger pupils decide which books to share in weekly book club. In interviews the pupils showed appreciation of the opportunities they have in some lessons to make decisions, such as in mathematics and English lessons where often they choose for themselves the appropriate level challenge. This was seen in a science lesson too when the pupils were given the choice of different open-ended challenges in a lesson on the solar system. The oldest children expressed understanding how to manage risk taking and its impact on potential success when speculating on a virtual commodities market. The school council makes decisions on improvements for the school community, for example creating space and growing their own vegetables. Older pupils in the school understand that decisions they make about friendships impacts on their wellbeing and learning. Continual encouragement and the many opportunities for pupils to receive helpful feedback from staff, enables pupils as they mature to identify their own goals and areas for improvement.
- 3.19 Pupils of all ages demonstrate a deep spiritual awareness and appreciation of their own faiths or the faiths of others in their diverse community. This is supported by the comprehensive religious education programme where they are given many opportunities to share faiths in assemblies or in class, celebrating Eid, Hanukkah and Diwali for example. They develop a strong understanding of all the major world religions reflected by the pupils' own backgrounds. Pupils say that they value the opportunity to pray during assemblies in whatever form is relevant to them or just to be reflective. They also value the opportunities given to build community spirit and demonstrate real joy in the experience of communal singing. They show appreciation for the non-material aspects of life; for example, when asked what they value most in life older pupils came up with suggestions including: positivity; treating people how you like to be treated; being safe and happy; appreciating family and loved ones. Older pupils demonstrate deep philosophical thought when discussing such concepts as 'why would people go to war when there is so much loss?'
- 3.20 Pupils have highly developed social skills because of the different opportunities they are given to work and play together. Each year group created some outstanding collaborative artwork with individuals completing parts of the whole inspired by a variety of contemporary artists. Older pupils explained how they gained skills in working effectively with others in their geography work when making models of different plate boundaries. They said that everyone in the group had a different task to find facts or write or design, but all were proud of achieving the task together. Younger pupils learn effective skills from the modelling of their older peer play leaders. This encourages them to share and participate in games so all have fun. Pupils with less well-developed social skills make excellent progress and improvement though participating in Lego therapy club, where they learn to share and agree rules in a group.
- 3.21 Pupils make excellent contributions to their own community. All Year 6 pupils have responsibilities such as library prefects, play leaders, sports captains and ambassadors, and environmental prefects. They fulfil their roles enthusiastically, for example preparing assemblies for the whole school teaching younger children about the importance of e-safety. Pupils also contribute to their wider community. They organise and plan fund raising events to support a local hospice. Pupils have contributed artwork to the local shopping centre to help celebrate its centenary and performed with other local schools in

the local music festival. Some pupil-initiated events such as cake sales or distance runs also support local and national charities, some of which are chosen by the pupils.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Vivien Sergeant	Reporting inspector
Mr James Bishop	Compliance team inspector (Former bursar, IAPS and ISA school)
Mrs Joanna Gay	Team inspector (Former Deputy head, IAPS school)