



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

St David's Prep School

June 2019



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School's Details

School	St David's Prep School			
DfE number	305/6066			
Address	St David's Prep School Beckenham Road West Wickham Kent BR4 0QS			
Telephone number	020 8777 5852			
Email address	office@stdavidsprep.com			
Head	Mrs Julia Foulger			
Proprietor	Mr Sam Antrobus			
Age range	3 to 11			
Number of pupils on roll	159			
	Boys	75	Girls	84
	EYFS	30	Pre-Prep	35
	Prep	94		
Inspection dates	18 to 20 June 2019			

1. Background Information

About the school

- 1.1 St David's Prep School is an independent day school for boys and girls aged between 3 and 11 years. It was founded in 1926 and owned by the Schove family until 2015, when it joined the Wishford Schools group. Governance is provided by the proprietor, who is chairman of both St David's Prep Limited and the Wishford Schools group. He is supported by an executive team and non-executive advisory group. Pupils are grouped into Pre-Prep, for those aged 3 to 7, and Prep, for those aged 7 to 11. In September 2018 the school opened a Pre-Reception class for 3-year-olds.

What the school seeks to do

- 1.2 The school aims to provide the disciplined, respectful, safe and inclusive environment that allows the development of the academic, personal and social potential of each child. It encourages and supports all pupils to develop the confidence and resilience to become self-motivated, independent learners, creative and curious to take responsibility as young leaders. It seeks to uphold British values and promote traditional standards of respect, courtesy and kindness.

About the pupils

- 1.3 Pupils come from professional families with diverse ethnic and cultural backgrounds, the vast majority of them living close to the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is well above the national average. The school has identified 36 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, some of whom receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 22 pupils, whose needs are supported by their classroom teachers. Data used by the school has identified 28 pupils as being the most able in the school's population, and the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school measures attainment using national curriculum tests. In the year 2017 to 2018, the results were well above the national average for maintained schools.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.10 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

PART 6 – Provision of information

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any pupils with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

PART 7 – Manner in which complaints are handled

2.15 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

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

PART 8 – Quality of leadership in and management of schools

2.17 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

2.18 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

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

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

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. 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>
Pre-Reception	Nursery

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils of all abilities make significant progress over time supported by the structured programme of assessment.
 - Pupils invariably meet the high expectations staff have of them.
 - Pupils have exceedingly strong communication skills due to the many and varied opportunities they are given to develop them.
 - Pupils are proficient in using information and communication technology (ICT) to support and extend their learning, but existing hardware resources are not used sufficiently well.
 - Pupils who require additional help with tasks are given strong support by the school.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils have high self-esteem, are extremely confident and show mature levels of self-discipline.
 - Pupils routinely use the values championed in the school's 'Language of Learning', a set of characteristics that promote positive learning, to reflect on their efforts and attainment in all areas.
 - Pupils mix extremely well across all age groups and are hugely supportive of each other due to the strong community ethos within the school.
 - Pupils know how to be healthy and safe in a variety of circumstances and trust implicitly the advice given by the professional, dedicated staff.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider making the following improvement:
- Make greater use of existing ICT resources to support and extend pupils' learning across the curriculum.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The attainment of pupils of all ages and abilities, including those with SEND, EAL and those who are more able is very high. Pupils' achievements in examinations are excellent due to the structured approach to the curriculum, the effective implementation of the pupil assessment framework and the positive attitude of the teachers. The school's internal assessments demonstrate that pupils of all abilities make significant progress over time. In the early years, children are helped to make considerable progress due to the thoughtful, sensitive teaching that ensures individual needs are catered for. Older pupils take great pride in seeing themselves progress over the year and value the regular encouraging feedback and unstinting support from their caring staff. Specialist teachers as well as form tutors have an exceedingly good understanding of pupils' strengths and weaknesses, and work is carefully matched to challenge each individual. Senior leaders ensure that pupils do not feel overly pressured by regular assessments, which they feel well prepared for and take in their stride. The school has successfully fulfilled the recommendation in the previous inspection to develop the work of senior management and subject coordinators to improve the quality of teaching and learning.

- 3.6 Pupils develop excellent knowledge, skills and understanding across all areas of learning, in line with the school's aims. In the early years, children engage wholeheartedly in their learning as highly professional staff include the children's personal interests when planning how the curriculum will be covered. Pupils of all abilities, including those with SEND, EAL and the most able make significant progress in literacy, numeracy and science due to high expectations from teachers who ensure work is matched to challenge differing abilities. Pupils particularly value the opportunity to learn different languages, including Spanish, French and Italian, and to attend Latin club. Pupils measure their progress in all subjects through the consistent setting of clear learning objectives at the start of each lesson. Pupils of all ages and abilities achieve well in sport and music due to high-quality teaching from enthusiastic staff. The extensive programme of trips and visits, coupled with the varied range of extra-curricular activities available contributes significantly to the all-round development of each pupil.
- 3.7 Pupils of all ages and abilities demonstrate excellent communication skills. Children in the early years readily engage in meaningful conversation, encouraged by challenging open-ended questioning, to explain what they have been doing, such as selling refreshments in the role-play cinema or building a bridge outside. They confidently engage in different forms of writing, such as information posters, a holiday check list and a letter to 'Mr Bear'. Young pupils read enthusiastically and were passionately articulate when explaining why the world faces a huge problem from waste plastic because it does not disintegrate. They were able to constructively appraise the work of their peers in art as they reflected on their drawings of sea turtles, clearly comfortable with the culture that teachers have instilled across the curriculum to reflect on work done in order to improve and refine it in the future. Pupils successfully use correct subject vocabulary, as seen in science, computing and music, and listen carefully to instructions. The oldest pupils put their extra-curricular speech and drama training to excellent use as they confidently rehearsed their end-of-year production, demonstrating keen stage presence. They effectively use mature vocabulary and phraseology to create poignancy and atmosphere in their creative writing, as seen in poetry about the end of the second world war.
- 3.8 Pupils of all ages develop excellent numeracy skills. Clearly differentiated tasks and clear targets ensure all pupils acquire a high standard of computational skills which they apply to other areas of learning. Children in Reception recognised repeated patterns on a hundred square and were confident when using units of £1 and £2 to charge for smoothies and ice cream in their role play. Young pupils creatively applied their understanding of pentagons and hexagons to their art work of sea turtles, while older pupils were knowledgeably able to select which type of graph was the most appropriate to portray data they were given about the growth of babies. Pupils relish the challenge of mathematics inculcated through the culture of constant reflective questioning, for example, when adults ask how else they could have completed their task. They effectively consolidate their learning in practical ways and use skills across the curriculum, such as measuring the growth of sunflowers and pea shoots in science or undertaking surveys and studying architects' plans in geography. The school successfully fosters pupils' interest in mathematics through regular themed challenge days and by making a mathematical software package to challenge their numeracy skills available at home.
- 3.9 The school has made significant progress in meeting the recommendation from the previous inspection to further develop facilities and resources for ICT. Pupils of all ages and abilities develop strong technological skills which they usefully employ across the curriculum. These include word-processing, creating presentations, compiling and manipulating spreadsheets and recording information graphically, which are planned by teachers. Early years children demonstrate knowledge and proficiency when using the interactive whiteboard for problem-solving and communication. Excellent skills in programming were seen as older pupils concentrated assiduously using laptops to create a bat-and-ball game. Pupils work collaboratively and independently in technological activities during extra-curricular activities such as the robotics club. Their ability to spontaneously search for information during lessons and to select when to use technology to support their learning is restricted due to limited hardware and weak internet connection. Much of the work is completed on computers at home, but pupils talk excitedly about their creditable successes in technology challenges against other schools.

- 3.10 Pupils of all ages develop extremely strong study skills that support learning across the curriculum. In the pre-inspection questionnaires, the vast majority of parents felt that the school was successful in helping their child to develop useful skills for their future. The diverse range of exciting activities on offer both indoors and out in the early years setting ensures children are robustly challenged whilst following their particular interests. Considerable progress has been made in meeting the recommendation from the previous inspection to enable more use of the outdoor environment in the early years. Pupils of all ages respond enthusiastically to the different types of tasks they are given, and are highly motivated when working independently as well as in pairs and small groups. They hone their keen investigative skills in whatever direction their curiosity takes them, as seen when older pupils collaborated in maths on a theory to investigate measurement using cubits. In science, older pupils were able to predict the colour of an object when viewed through a coloured filter, and analyse the properties of soil. They conscientiously follow up teachers' comments in their written work in order to consolidate and extend learning. The reflective culture that permeates all subjects coupled with consistent open-ended questioning enables pupils to take a lead in their learning.
- 3.11 Pupils achieve excellent results in competitive entry examinations to local independent and state grammar schools with the vast majority successfully gaining places at their school of choice and a number of pupils being awarded scholarships or prizes. Encouraged by strong senior leaders and dedicated staff, they achieve a high level of success in a range of national and regional competitions such as those in computing and mathematics. All pupils participate enthusiastically and successfully in the wide range of sporting activities provided, and show great pride when representing the school in competitive matches. Pupils have represented the school in individual sports such as swimming, cross-country and athletics, and members of the chess club are regularly selected for regional tournaments. They achieve commendable results in instrumental, speech and drama examinations and grow in confidence through regular participation in school plays, concerts and performances in assembly. Senior management ensure that all pupils' successes outside the classroom, whether as individuals or teams, are warmly celebrated by the whole school community. The busy programme of extra-curricular activities and house competitions ensures all pupils feel great pride and experience success across the full range of school activities.
- 3.12 Pupils of all ages demonstrate extremely positive attitudes towards learning. Older pupils draw inspiration from the school's 'Language of Learning', a set of characteristics that promote meaningful learning and which provides a strong code to enable reflection. Children in the early years effectively use 'Woodland Explorers', a series of animals who have positive learning characteristics, as seen when 'Resilient Rabbit' encouraged children to persevere when sticking materials together in junk modelling. Pupils work well independently as well as in collaboration with others, show initiative and thrive through being able to take leadership in their learning. The highly professional staff act as facilitators in the early years, to ensure that child-initiated learning challenges the children and enables them to make progress. The posing of thought-provoking, challenging questions by discerning teachers encourages pupils to make perceptive oral contributions, as seen in maths and science lessons. Where activities allow pupils to collaborate, to interact, discuss and explore with their peers, they take great pride in their learning. This was seen in the science, technology, economics, arts and maths (STEAM) club where older pupils demonstrated initiative, reflection and problem-solving skills when trying different strategies to build a parachute.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages and abilities, including those with SEND, EAL and the more able, have high levels of self-knowledge, self-discipline and resilience, in line with the school's aims. Within the early years, children develop their self-esteem, confidence and take calculated risks through the many and varied activities provided by skilled staff, who are focused on following the child's particular interests. Across the curriculum, pupils rapidly grow in their self-confidence, and in discussion they come across as confident and self-assured. Consistent use of the 'Language of Learning' allows all pupils to develop perseverance and resilience. Senior leadership have successfully created a 'have a go' culture in which all pupils blossom, empowered to take risks, make mistakes and then reflect on them in order to learn. Sympathetic, focused teaching inspires confidence and ensures that pupils know what they are good at and where they need to improve. The many opportunities for older pupils to undertake leadership roles, perform to an audience and to represent the school means that they feel extremely well prepared all-round for the next stage of their education.
- 3.15 Through the tangible reflective culture in the school, pupils of all ages and abilities quickly come to learn that the decisions they make have a direct bearing on their own success and well-being. Older pupils are adept in making sensible choices in their work, such as in selecting strategies for problem-solving and to think creatively. They think seriously about decision-making in society and understand the impact of their actions on others, such as recycling waste products. Through the personal, social, health and economic education curriculum and the constant message from caring staff, pupils are acutely aware that everyone has a choice in the decisions they make. Pupils know how to use their free time productively and to interact with technology in moderation. They routinely choose to undertake further research at home which consolidates and extends their learning.
- 3.16 Christian values promoted by the school's leadership and the strong culture of reflection enables pupils of all ages and backgrounds to develop a firm spiritual understanding. They are eager to find out about different faiths through religious education lessons and assemblies, and appreciate presentations given by pupils of other faiths during festival times. They are able to express their hopes and concerns and ask thoughtful questions about other religions, as seen in their reflections journals when they posed the question 'I wonder why?' about complex issues. Pupils develop a firm appreciation of the non-material aspects of life as they are given time and space to reflect. They appreciate the beauty of the outdoor environment and delight in silent walks where they can listen to birds, watch the clouds and just be.
- 3.17 Pupils of all ages are fully aware of their personal responsibility for good behaviour and the need to show respect towards others. They have a clear concept of rules and know they should be followed for communities to function in a fair and just manner. The youngest children develop a strong awareness of right and wrong and are very quick to say why classroom rules must be followed. They know why they have to take turns. Older pupils are able to articulate that genuine mistakes are seen as part of learning. They show a keen sense of fair play and respect the school rules which they negotiate with senior staff at the start of the year. Pupils possess highly developed powers of resolution and are encouraged to sort out minor squabbles themselves, while attentive adults oversee from afar to ensure a satisfactory resolution. The pervasive reflective culture ensures pupils contemplate on their actions, and a consistent and supportive approach to the implementation of rules impacts positively on their personal development.

- 3.18 Pupils develop strong social awareness through the many opportunities provided for team work, problem-solving and collaboration across year groups. They talked excitedly about house competitions such as the music competition and themed days for STEAM and enterprise, where they work in mixed aged groups to solve problems and present their findings to other groups. Pupils are excellent collaborators, and practiced in listening to one another's suggestions and giving constructive advice. Pupils of all ages relish the responsibilities they are given. Older pupils take on significant leadership roles within the school and inspire younger pupils, supported by enthusiastic, energetic staff who provide excellent role models. From simple classroom jobs for younger children to a vast array of positions for the oldest pupils such as prefects, house captains, tour guides, reading buddies and chaperones, the school places a strong emphasis on developing leadership skills. In so doing, the school is effectively preparing pupils to become strong, socially-aware citizens that make good choices, show initiative and take the lead wherever possible.
- 3.19 Pupils thrive within a culture where they are encouraged to contribute positively to the school, the local community and wider society. The 'family feel' of the school is tangible, and pupils comment affectionately on the positive role models teachers are for them. Children in the early years learn much about communities in assemblies, celebrations and festivals. They use the local park, shops and nearby woods as part of their learning, and are excited by the vegetables they are growing in their allotment. Older pupils develop an acute awareness of problems the world faces today, such as the detrimental effect of plastic waste on the world's oceans. Through initiatives such as a global citizenship campaign and the school eco-committee, they make practical contributions to improve the environment, such as making food balls to attract bees and birds, building a greenhouse from plastic bottles and organising litter monitors. Pupils are highly motivated to support local and national charities through a variety of fundraising initiatives, such as selling smoothies at break time and assembling gift parcels for children in need both locally and across the world. Pupils of all ages delight in performing to the local elderly community at a lunch club each term.
- 3.20 Pupils show great respect for those of different faiths, backgrounds and traditions, and value the diversity within the school. In the questionnaires, the overwhelming majority of parents felt that the school was successful in promoting values of democracy, respect and tolerance. Early years children learn to respect and celebrate cultural diversity through exploring similarities and differences, dressing up in costumes and tasting different foods. The youngest children can say a few numbers in different languages, and older pupils regularly use French, Spanish or Italian to answer the register. Pupils' backgrounds are celebrated and used as a resource for learning, as seen when a pupil taught some elementary Russian words to their peers. Pupils learn about different cultures through the cross-curricular approach to learning, and develop empathy with the plight of people in history such as Rosa Parks during Black History Month and the allied soldiers in remembrance celebrations for both world wars. Pupils develop tolerance of other faiths through celebration of special events such as Diwali, Hanukkah and Chinese New Year. They make firm connections across religions through assemblies and understand that people are all intrinsically the same on the inside, regardless of their faith and background. They show great sensitivity to the plight of people with disabilities and recounted an inspirational talk from a wheelchair-using visitor and his dog during sports week. Strong leadership has ensured that the school is an all-embracing, tightly-knit community where respect and tolerance are firmly at the heart.

3.21 Pupils of all ages and abilities are very aware of how to stay safe and keep healthy. In the questionnaires, the overwhelming majority of pupils agreed that the school encouraged them to follow a healthy lifestyle. The youngest children lucidly explained why they needed to take a first aid kit when working in the woodland, and understood why safety measures were in place as they rode their tricycles in a role play activity. Young pupils knowledgeably explained that smoothies were good for them because they contained lots of fruit and not much sugar. Older pupils reflected somewhat regretfully on the school's decision to cut back on cookies and doughnuts in order to provide healthier snacks, whilst fully appreciating the reason why. They articulate a mature approach to problems arising from technology, a message that is strongly promoted by staff. They knew the importance of warming up before physical exercise and why exercise makes the heart rate increase. They appreciate the need for a balanced diet, sleep and exercise and feel that the many opportunities for reflection helps them to keep mentally healthy: the listening culture within the school means pupils feel they can always share their concerns with a sympathetic adult.

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 proprietor, 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

Dr Wendy Bowring	Reporting inspector
Mr Ben Sandford-Smith	Compliance team inspector (Deputy head, HMC school)
Mrs Dionne Seagrove	Team inspector (Headteacher, ISA school)