



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**St Margaret's School**

**May 2022**

## Contents

<b>School's Details</b>		<b>3</b>
<b>1. Background Information</b>		<b>4</b>
About the school		4
What the school seeks to do		4
About the pupils		4
<b>2. Regulatory Compliance Inspection</b>		<b>5</b>
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		7
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
<b>3. Educational Quality Inspection</b>		<b>8</b>
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
<b>4. Inspection Evidence</b>		<b>14</b>

### School's Details

<b>School</b>	St Margaret's School			
<b>DfE number</b>	202/6014			
<b>Registered charity number</b>	312720			
<b>Address</b>	St Margaret's School 18 Kidderpore Gardens London NW3 7SR			
<b>Telephone number</b>	020 7435 2439			
<b>Email address</b>	enquiry@st-margarets.co.uk			
<b>Principal</b>	Mr Mark Webster			
<b>Chair of governors</b>	Mrs Emily Brettle			
<b>Age range</b>	4 to 16			
<b>Number of pupils on roll</b>	165			
	<b>EYFS</b>	13	<b>Juniors</b>	77
	<b>Seniors</b>	75		
<b>Inspection dates</b>	10 to 13 May 2022			

## 1. Background Information

### About the school

- 1.1 St Margaret's School is an independent day school. It is registered as a single sex school for female pupils. It was founded in 1884 and moved into its current premises in 1954. It is situated in a residential area in Hampstead. The governors, who are also trustees of the charity which operates the school, oversee the running of the school.
- 1.2 Since the previous inspection there has been a reorganisation of the school's management structure and the outside classrooms have been rebuilt.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### What the school seeks to do

- 1.4 The school aims to provide a secure, caring and challenging learning environment in which pupils are encouraged to strive for excellence in all that they do. It also aims to encourage respect for others, within a school community, that will nurture, recognise and realise the potential and talent of each individual.

### About the pupils

- 1.5 Pupils come mainly from professional backgrounds and from a catchment which extends from Islington to Wembley. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 28 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia of which 16 receive some additional support. One pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 46 pupils, two of whom receive support for their English. Data used by the school have identified 24 pupils as being the most able in the school's population, and the curriculum is modified for them and for seven other pupils because of their special talents in the creative and the performing arts.

## 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, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

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

## 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 In the junior school, 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 At GCSE in the years 2018 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 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.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

### **PART 3 – Welfare, health and safety of pupils**

- 2.9 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.
- 2.10 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**

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 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**

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

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

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

2.15 A range of information is 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.

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

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

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

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

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

2.19 The proprietor 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.

**2.20 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 have extremely positive attitudes to learning and are enthusiastic and hardworking.
- Pupils of all ages display excellent knowledge, skills and understanding across the curriculum and achieve highly in both academic and other areas.
- Pupils' mathematical and information communication technology (ICT) skills are particularly strong.
- Thinking and analytical skills are well developed in the senior school and in Reception and Key Stage 1 but are less strong in other years due to an over-reliance on worksheets.

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

- Pupils' behaviour is excellent, they have a strong understanding of right and wrong and they take responsibility for their actions.
- Throughout the school, pupils demonstrate high levels of self-understanding, self-confidence, self-discipline and resilience.
- Pupils' social development and collaborative working skills are excellent, and relationships between pupils are caring and mutually supportive.
- Pupils show an empathetic understanding of and respect for other cultures.

#### Recommendation

3.3 The school should make the following improvement:

- Enable pupils, particularly those in the junior school, to further develop their thinking and analytical skills by providing more open-ended tasks.

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

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

3.5 Throughout the school pupils make good and often rapid progress over time and achieve highly across the range of academic and extra-curricular opportunities available to them. Thus, the school fulfils its aim to provide a challenging learning environment in which pupils are encouraged to strive for excellence. Children in the Early Years Foundation Stage (EYFS) make excellent progress in relation to their age and development, so that by the end of Reception, the majority are attaining well above



national age-related expectations. Achievement in public examinations, for senior pupils, has been consistently high for the last three years. In 2019 well over half of GCSE examinations sat were awarded grade 7 or better. Centre-assessed grades in 2020 and teacher-assessed grades in 2021 improved upon this attainment. Pupils with Special Educational Needs or Disabilities (SEND) and/or English as an Additional Language (EAL) make equally good progress, and often outperform expectations. They are aided in their learning by specialist support if needed, which provides pupils with specific guidance tailored to their needs. Good levels of pupil progress were seen in lessons and in a scrutiny of their work. For example, junior pupils rapidly assimilated the concept of telling the time, and older pupils swiftly understood how to identify a floodplain during geography and could correctly label the key features. Pupils' progress is enhanced throughout the school by the detailed and thorough tracking and monitoring systems that enable teachers to tailor teaching and tasks to individual needs.

- 3.6 Pupils develop excellent knowledge, skills and understanding across all areas of learning, including aesthetic and creative education. EYFS pupils are encouraged to develop their fine motor skills through tasks such as making models from egg boxes and cutting and sticking letters and numbers. Year 6 pupils quickly grasped the concept of a colour wheel and complementary colours in art and were able to then paint their clay tiles in vibrant colours. In a Year 8 music lesson pupils showed well developed keyboard skills and an excellent understanding as they composed a musical piece using treble clef notes and three different instruments. In almost all teaching, well chosen, challenging tasks and probing questions, encourage pupils to think deeply about issues. Pupils who spoke to the inspectors said that they value the detailed oral feedback provided by teachers. Most said that they feel that this support and encouragement helps them to become better learners and know how to improve in their work. Pupils show a good understanding of their previous learning and are encouraged to apply this knowledge to new situations. For example, in a science lesson junior pupils could accurately recall many key facts about magnets and magnetism. School leaders contribute to the success of the pupils by creating an ethos which supports and encourages pupils and staff in the pursuit of academic success. In the questionnaire, all parents agree that the school benefits from strong governance, leadership and management. Almost all parents and most pupils agreed that their skills and knowledge improve in lessons and that their teachers help them learn.
- 3.7 Pupils are confident and able mathematicians, successfully using their excellent calculation skills both in mathematics and across the curriculum. Children in the EYFS can count with confidence to 20 and can accurately add and subtract and recognise written numbers. During lesson observations, young junior school pupils were seen to accurately tell the time from an analogue clock, and showed a good understanding of equivalent fractions. Older pupils were able to successfully make rotations, reflections and enlargements, while GCSE pupils could swiftly and accurately solve simultaneous equations, explaining their working clearly and showing a deep understanding of the topic. More able mathematicians compete successfully in national mathematical competitions. Pupils are comfortable using their skills across a wide range of other subjects such as when plotting graphs in physics to show how pressure and temperature are linked.
- 3.8 Pupils of all ages confidently use a wide range of information and communication technology (ICT) skills, as well as specific computing skills such as coding. The range and complexity of their skills increase as they move through the school. Junior school pupils confidently used a computer program to create their own websites. Pupils use their laptops frequently in many subjects, sometimes for research or to write essays and projects. Excellent presentations were seen in several subjects, including in a junior geography class where pupils created a report about their favourite place and illustrated it with geographical information, fun facts and activities. In a GCSE maths lesson pupils used their laptops to solve algebraic equations and then plot their answers on a graph. Pupils say that use of ICT for remote learning has increased their familiarity with a range of programs and strengthened their ICT skills.

- 3.9 Communication skills throughout the school are excellent. Pupils are confident and articulate speakers, and enjoy opportunities for public speaking, for example delivering speeches they have prepared as part of the process for selection onto the school council or presenting reports in assemblies. They are fluent readers and enjoy reading aloud in lessons. Reception children's writing and speaking skills develop rapidly as they grow in confidence and maturity. Year 1 pupils quickly assimilated 'aw' and 'au' letter blends and could confidently write words containing these letters. In a Year 5 lesson pupils read fluently, with clear and defined diction and excellent tone and expression. Pupils write fluently in a range of registers. For example, junior school pupils use emotive language, vivid description and suspense when writing in the style of Anne Frank. GCSE pupils showed a deep understanding of how Steinbeck uses literary devices to create an image of the character Slim in the novella *Of Mice and Men*. Pupils use technical language confidently and competently, such as when older pupils used the correct terminology in chemistry to describe the difference between endothermic and exothermic reactions.
- 3.10 The acquisition of study skills, the ability to hypothesise, analyse and synthesise data is variable throughout the school. In the EYFS children made rapid progress in distinguishing 'ow' sounds and were able to sound out and then read words they had not seen before. They recognised that sometimes the same letters could produce different sounds depending upon the sense of the word. The oldest pupils have very well-developed reasoning and synthesising data skills and can critically analyse information and test the validity of an argument. For example, in a study on the Hitler Youth, senior history students displayed sophisticated powers of analysis when examining source material and determining how reliable the evidence was and contrasting this item with other sources. Some outstanding examples of independent writing were seen which showed an exceptional depth of understanding and very high quality prose with narrative counterpointed by historical narrative. In English, pupils demonstrate excellent imagination, a wide vocabulary and accurate use of grammar. Comprehension exercises provide pupils with the chance to develop their analytical skills, and they are given many opportunities for free writing. However, in the junior school pupils' skills in these areas are less well developed because the overuse of worksheets restricts pupils' ability to develop their independent thoughts and ideas.
- 3.11 Pupils are successful in a range of creative and physical pursuits and are supported in their achievements by the extra-curricular programme, and specialist sports' coaching. Teachers' encouragement empowers this achievement through enrichment activities which challenge pupils to develop skills beyond the classroom. Pupils are successful in individual external music examinations. Drama is an important part of school life with many pupils enjoying success in speech and drama examinations and in school plays. School teams of all ages successfully take part in a variety of local and national competitions, and talented pupils represent county teams in a range of sports, notably tennis. Pupils have also achieved highly in national mathematics competitions, The Duke of Edinburgh's Award scheme and local arts festivals.
- 3.12 Pupils are enthusiastic learners, with an excellent work ethic and desire to succeed. They are willing to learn new skills, and not afraid to take risks. Pupils comment that making mistakes is part of the learning process. They feel supported in this by their teachers who use praise and encouragement to good effect. They are resilient and confident in the classroom, approaching every task willingly and with high degrees of motivation. They come to lessons prepared and take an active part in all activities. They are reflective learners and gain much from analysing their work and taking the initiative to improve the standard. Mutual support between pupils is a strong feature of the school. This was seen in junior mathematics class where pupils were focused and engaged with set tasks, collaborating and sharing ideas appropriately. Throughout the school pupils challenge each other's ideas in a constructive way whilst being supportive and respectful of each other's views. A scrutiny of work from pupils across the school showed that all work was neatly presented and kept in an orderly manner.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' self-understanding is excellent and meets the school's aims to provide a secure environment that enables pupils flourish and grow in self-confidence. They are aided in this by the positive support they receive from teachers and the whole school community. The school places much emphasis upon its *PROSPER* programme, which aims to help pupils develop positivity, relationships, optimism, strengths, purpose, endeavour, and resilience. Pupils of all ages are very aware of where they are in their learning. They are helped in this by constructive marking and helpful oral feedback from their teachers. Peer assessment is used in most lessons and pupils say that critiquing the work of others helps them understand how they can improve their own work. Pupils develop resilience and perseverance from an early age. For example, younger junior school pupils persevered when converting decimals into fractions when initially this was found challenging. Senior pupils initially experienced similar challenges when understanding bond energy calculations in chemistry but with perseverance all soon mastered the topic.
- 3.15 Pupils practise and develop their decision-making skills from an early age. Reception children are able to select which activity they will do in lessons and at breaktime. All pupils can select their food options at lunch, and they also choose which clubs and activities to join. Over time pupils become skilled at making choices and are increasingly aware of the consequences of their decisions. They practice their decision-making skills in a number of ways; for example in a senior drama lesson pupils had to decide collectively which themes they would explore further. In personal, social and health education (PSHE) lessons pupils of all ages come to understand their own and others' emotions and how this can influence their actions and impact on those around them. When they get things wrong, the school encourages them to reflect upon their decision-making and the consequences of their actions. They are invited to think about the different course they could have taken and so improve their decision making in the future.
- 3.16 Pupils have a deep spiritual awareness. They develop a good understanding of the world's major religions through an effective religious education (RE) programme which teaches about the beliefs which underpin faith. Pupils have a strong appreciation of the non-material aspects of school life, as seen in 'family tree' time where pupils from across years meet to discuss issues that concern them. These discussions centre upon things such as family and friendships. For example, Year 2 pupils greatly enjoyed a lesson on the Hindu ceremony of Raksha Bandhan and were fascinated by the concept where sisters invite their brother to look after them for the rest of the year, prompting a discussion about the importance of relationships and family. Reception children displayed appreciation of art when discussing the painting *Bathers at Asnières* by Georges Seurat. Older pupils discussed the differences in the artwork of Matisse, Hummel and Shonibare, with pupils explaining why they had chosen a certain artist to inspire their work. Younger pupils enjoy the woodland learning environment on nearby Hampstead Heath, which increases their appreciation of nature through a range of activities including studying wildlife of all sorts and sizes. Pupils of all ages demonstrate a passion for the environment and an appreciation of their own surroundings through the thriving Eco committee which is currently focusing upon increased recycling.
- 3.17 Pupils are highly self-disciplined, and their personal development is characterised by excellent standards of behaviour and respect, both towards each other and staff. In discussions, pupils reported that there was virtually no bullying, and that when relationship issues arise between pupils, the school's effective pastoral care systems help them to find a resolution. The development of their moral values begins in the EYFS where children learn to understand school and class rules, share, take turns and be polite to staff and each other. Children were seen to tidy up and the end of class, put things away and to recycle paper, all without being told to do so. Pupils develop strong relationships derived from the ethos of the school which is based on respect, and kindness. Pupils have a clear understanding of right and wrong and take responsibility for their own behaviour. For example, in a Year 4 English lesson when discussing their new spellings with the prefix of 'ex-' and looking at expel,

pupils initiated a discussion on why being responsible for your own behaviour is important. From the youngest age they are very mindful of the well-being of others and are considerate and caring in their relationships with peers and adults. All parents and pupils agreed that the school actively promotes and expects good behaviour. Pupils are polite and well-mannered.

- 3.18 Pupils' social awareness is excellent, and this helps to create an extremely harmonious and happy community. This is engendered by the school culture which encourages relaxed relationships and social confidence. Children in EYFS were observed socialising happily together, working well with others in lessons and sharing toys at break times. In a physical education (PE) lesson the children enthusiastically supported their house teams in competitive relay races, displaying great team spirit and loyalty to their peers. Pupils collaborate well in every aspect of school life, both in lessons and elsewhere. In a Year 8 ICT lesson pupils were choosing backing tracks for their film and invited discussion about suitable music, listening carefully to their peers' suggestions and then deciding in a very mature and democratic manner. At playtime older pupils interact well with younger ones, playing games with them and acting as role models by taking turns, playing by the rules and losing with a smile. Pupils acquire excellent social skills through the many opportunities the school provides to engage with others in joint ventures, for example in raising money for charities. In discussions, pupils, spoke of a caring, supportive and happy community in which they show real, genuine concern for each other. Almost all parents who responded to the questionnaire agreed that the school equips their child with the team working and social skills they need in later life, and a very large majority of pupils said that the school helps them build positive relationships.
- 3.19 Pupils make a positive and tangible contribution to the school community through roles such as house captains and the school and eco councils. The active school council is a very effective pupil voice which puts forward ideas for improvements to the school community, such as changes to the school food. Pupils learn to represent the views of their peers and to strive for improvements which are for the benefit of all and not just themselves. The eco council considers ways in which the school can play its part in protecting the environment, such as increasing recycling within school. They show a mature understanding of how they can help those less fortunate than themselves, for example by raising funds and providing practical support for a range of local, national and international charities. Harvest festival sees pupils bring food in for three different charities, including an animal charity, and at Christmas pupils sent cards to specific individuals in a local care home. Moved by reports about the war in Ukraine, Year 6 pupils raised money for displaced and orphaned Ukrainian children via a sponsored sleeper.
- 3.20 Pupils have an excellent understanding of how to keep themselves healthy and stay safe. A very large majority of parents and pupils agreed that the school encourages them to adopt a healthy lifestyle. Pupils are aided in making healthy eating choices by the ready availability of fresh fruit and vegetables at mealtimes. The youngest children understand the importance of washing hands and eating a balanced diet. Pupils acquire skills to manage stress and maintain positive mental health through the school's mindfulness programme and yoga sessions. They particularly enjoy time spent with the school's well-being dogs. Pupils understand how to stay safe online, something which was regularly reinforced during the periods of remote learning. Pupils appreciate the importance of physical fitness and benefit from both the formal sports programme and informal activities such as the running club. In discussion, all could name several people they could talk to should they have any worries or concerns, and the younger pupils in particular appreciate the newly introduced online reporting system which allows them to indicate their mood via an emoji.
- 3.21 Pupils' show great respect for others and strongly support the emphasis the school places on the importance of doing so. They show excellent appreciation of the cultural diversity that surrounds them at school and within their local communities. The school widens pupils' experience of diversity through PSHE and RE lessons which teach about different faiths and cultures. Pupils treat one another with kindness and consideration within a caring and harmonious community. All parents felt that the school encourages an atmosphere of respect and tolerance. Pupils show a thorough knowledge of

fundamental British values, which are developed through a comprehensive PSHE programme. In discussions, pupils showed an excellent understanding of what diversity, inclusion, and empathy mean in practice. They understand that another person's appearance, personality, beliefs, and interests bring something special to the world. The school supports this via its ethos and expectations of tolerance and kindness to all. These qualities are seen in the way that pupils joining at different times and from different countries are welcomed into the school and quickly settle and make friends.

## 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 chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and 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

Mr William Ibbetson-Price	Reporting inspector
Mrs Susan Bonell	Compliance team inspector (Former bursar, SofH school)
Mrs Diane Durrant	Team inspector (Former deputy head, SofH school)
Mr Nicholas Tiley-Nunn	Team inspector (Head, IAPS school)