



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

St Martin's Preparatory School

October 2022

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School's Details

School	St Martin's Preparatory School			
DfE number	812/6001			
Address	St Martin's Preparatory School 63 Bargate Grimsby North East Lincolnshire DN34 5AA			
Telephone number	01472 878907			
Email address	secretary@stmartinsprep.co.uk			
Headteacher	Mr Joel Jackson			
Proprietor	Alpha Schools Holdings Ltd.			
Age range	2 to 11			
Number of pupils on roll	220			
	EYFS	73	Juniors	147
Inspection dates	4 to 6 October 2022			

1. Background Information

About the school

- 1.1 Founded in 1930, St Martin's Preparatory School is an independent co-educational day school. The school is housed on two nearby sites in a residential area of Grimsby.
- 1.2 The school is owned and governed by the Alpha Schools Holdings Limited Group. The head is responsible for the operational management of the school.
- 1.3 Since the previous inspection, the school has merged operations with St James' Prep School and still occupies its original site. St Martin's Pre-Prep is located on a separate site nearby. The head is responsible for both sites and took up his post in September 2022.

What the school seeks to do

- 1.4 The school aims: to recognise every pupil's individual talents; to enable every pupil to develop emotionally, spiritually, physically and academically in a caring environment; to promote high self-esteem, co-operation and consideration for all; to foster a spirit of co-operation and friendship between home, school and the wider community.

About the pupils

- 1.5 Pupils are drawn mainly from business and professional families living in Grimsby and surrounding areas. Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly average. The school has identified 55 pupils as having special educational needs and/or disabilities (SEND) of whom 24 receive specialist support. No pupil has an educational, health and care (EHC) plan. English is an additional language (EAL) for 44 pupils, two of whom receive additional support for their English. The school does not maintain a register of able, gifted and talented (AGT) pupils, instead providing for the needs of more able pupils through a modified curriculum.

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.

Additionally, this visit serves as a material change visit to assess the school's proposal to increase the pupil roll from 180 to 360, following a merger of the school with a nearby setting.

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 2021 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; requirements relating to fire safety are met; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required. A disability access plan is in place.
- 2.9 The school does not meet the standard for safeguarding as it is not promoting the welfare of pupils. Those involved in staff recruitment are not suitably trained. References are not taken up on shortlisted candidates before interview, where possible. Checks against the barred list and the list of those prohibited from teaching are not carried out before staff commence work.
- 2.10 Health and safety requirements are not met as those staff responsible for driving pupils in school transport are not suitably qualified.
- 2.11 The school has not effectively implemented an adequate risk assessment policy and appropriate action has not been taken to reduce risks to pupils' safety.
- 2.12 The standard relating to welfare, health and safety in paragraphs 9–10 and 12–15, 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 those in paragraphs 7 [safeguarding], 11 [health and safety] and 16 [risk assessment] are not met.**

Action point 1

The school must ensure that that all those involved in staff recruitment are suitably trained; that references are obtained for shortlisted candidates before interview, where possible, and that checks are carried out for all staff against the barred list and against the list of those prohibited from teaching, before they begin work [paragraph 7 (a) and (b); EYFS 3.4, 3.7 and 3.9].

Action point 2

The school must ensure that it complies with relevant health and safety laws by the drawing up and effective implementation of a written health and safety policy, in particular by ensuring that those driving vehicles transporting pupils are suitably qualified [paragraph 11; EYFS 3.66 and 3.67].

Action point 3

The school must ensure that it safeguards and promotes the welfare of pupils at the school by the drawing up and effective implementation of a written risk assessment policy, in particular to ensure the safety of pupils while they are being transported [paragraph 16; EYFS 3.65, 3.66 and 3.67].

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

- 2.13 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors under this part of the standards, and a register is kept as required.
- 2.14 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

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

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

2.21 The proprietor has not ensured that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, because the standards related to safeguarding, health and safety and the assessment of risk are not met and they have, therefore, failed to promote the well-being of the pupils.

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

Action point 4

The proprietors must ensure that school leaders demonstrate good skills and knowledge appropriate to their roles and fulfil their responsibilities effectively, so that the independent school standards are met consistently, and the wellbeing of pupils is actively promoted [paragraph 34(1)(a), (b) and (c)].

3. Recommendation with regard to material change request

Summary of findings

- 3.1 This visit included a request from the DfE to assess the school's application to increase the registered number of pupils from 180 to 360.
- 3.2 The implementation of the school's safeguarding policy does not meet requirements, particularly with regards to staff recruitment checks. In addition, the school's arrangements for health and safety are not effective, because the school has not ensured that those driving pupils in school 17-seater minibuses are suitably qualified.
- 3.3 The school's arrangements for assessing and mitigating the risk to pupils are not effective because the school has not considered the risk posed to pupils by permitting them to be transported in school vehicles driven by persons without suitable training and licensing.
- 3.4 Those with leadership and management responsibilities do not demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the other standards are consistently met, and the well-being of pupils is actively promoted. The proprietor does not have appropriate procedures to monitor compliance with the regulations.

Recommendation

- 3.5 In consequence, it is recommended the application to increase the registered number of pupils is not approved until the school demonstrates it can meet the required standards.

4. 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

4.1 The quality of the pupils' academic and other achievements is good.

- Pupils speak with clarity and confidence in lessons and when conversing with each other and adults.
- Pupils across the school have well-developed attitudes to learning which result in effective collaboration with their peers.
- Pupils' knowledge, skills and understanding develop well, from an early age; they can apply their learning effectively in the wider curriculum.

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

- Pupils display excellent manners and care towards each other and adults; they are kind, courteous and respectful.
- Pupils develop excellent self-understanding and self-confidence as they progress through the school.
- Pupils readily recognise and celebrate diversity in their school community; they relish sharing each other's cultures.
- Pupils have a refined and mature sense of how to stay safe and healthy.
- Across all areas of the school, pupils work most effectively with each other, both within and outside of the classroom.

Recommendation

4.3 The school is advised to make the following improvements.

- Enable pupils to use information and communication technology (ICT) more readily to support their learning across the curriculum.

The quality of the pupils' academic and other achievements

4.4 The quality of the pupils' academic and other achievements is good.

4.5 Attainment of pupils across the school is broadly in line with, and in some cases, exceeding age-related expectations. Most of the youngest children achieve a good level of development by the time they leave the Early Years Foundation Stage (EYFS) setting. The attainment of pupils in the prep school maintains this good start, with standardised scores in English and mathematics in line with national

age-related norms. Standardised tests, as recorded and monitored by the school's detailed tracking system, show that pupils make good short- and long-term progress in most areas of the school. Overall results in standardised assessment tests (SATs) at the end of Year 6 are above the national average in all areas. Evidence from a scrutiny of pupils' work and observation of lessons confirms this picture. Those with special educational needs and/or disabilities (SEND) or with English as an additional language (EAL) also attain well. Detailed planning, effective support and helpful intervention strategies enable them to make expected levels of progress alongside their peers. Almost all parents who responded to the inspection questionnaire agreed that the range of subjects is suitable for their children.

- 4.6 Pupils are confident, articulate speakers and listeners who use a wide range of vocabulary and who express their opinions concisely. They also listen well to each other in group conversations, patiently waiting for each other to finish speaking before making their own points. They speak confidently and read with good expression. For example, in discussions, pupils were able to explain clearly their understanding of online safety and how to keep safe. Scrutiny of work confirms that they write with efficient punctuation, spelling and grammar. This was reinforced during a relationships, sex and health education (RSE) lesson when the oldest pupils wrote expressively about what makes them unique. Pupils in Year 5 confidently performed poems with good intonation. Their peers offered highly mature critiques of their presentations, using expressive language when discussing pace, expression and mood. Pupils actively engage in reading for pleasure throughout the school and were extremely animated about their reading journeys in discussions with inspectors. Children in the EYFS were able to articulate the recent news about Queen Elizabeth. They readily shared their story book about the Queen and explained that Charles III is the new king. Teaching successfully provides frequent opportunities for pupils to communicate in a wide variety of media.
- 4.7 Pupils' knowledge, skills and understanding develop steadily as they progress through the school, and they apply these well in other areas of the curriculum. Older pupils described, for example, how they make frequent use of their mathematical skills for science investigations when measuring volume of liquids. Pupils in Year 4 were able to explain confidently the way that sounds travel through vibrations that pass from the sound source to particles in the air around it. In a music lesson in Year 2, pupils demonstrated a strong ability to identify pace, dynamic and beat of the music. The youngest children were confident identifying specific signs of autumn during an outdoor lesson. They benefit from high-quality resources and opportunities both to investigate and to undertake child- and adult-led learning. In discussions, pupils explained a clear understanding of the importance of having clear, legible handwriting and their pride in gaining their pen licenses. Recent initiatives by leaders, such as those promoting joint planning across subject areas, support pupils' development of their knowledge, skills and understanding. Lessons are structured to provide clear challenge for all abilities. The proprietor has ensured that staffing arrangements are such that pupils receive individual help when needed and pupils are encouraged to investigate through the effective use of targeted open-ended questioning.
- 4.8 Pupils across the school have well-developed attitudes to learning, displaying kindness and mutual respect which results in effective collaboration with their peers. They support each other with praise, showing a mature level of personal development. Pupils work readily in collaboration with one another; pupils in Year 2 worked together earnestly in a music lesson to create a beat and rhythm. Pupils of all ages listen well to each other and are attentive in lessons. In the EYFS, children are articulate and knowledgeable about their learning, they are excited to tell visitors all about what they are learning. For example, Reception children eagerly shared their photographs and family drawings with inspectors. Pupils' outcomes in this area are positively promoted by teachers' enthusiasm which encourages a collegiate enjoyment of learning.
- 4.9 Pupils use numeracy skills effectively across the curriculum and have good mental arithmetic recall. Scrutiny of work reveals that pupils can approximate complex problems, apply a good knowledge of place value and handle large numbers with accuracy and interpretation. In a mathematics lesson in Year 6, pupils forensically analysed the solution to a problem for deliberately hidden mistakes. Their

recall of times tables and knowledge of place value helped them to articulate their findings using well-developed mathematical language. Children in the EYFS confidently identified 3D shapes and were able to estimate the height of their castle wall as 1 metre tall. Pupils in Year 1 applied their numeracy skills independently when undertaking the ordinal number challenges on the interactive display at the end of their lesson. Pupils can also recall numeracy skills from previous lessons effectively to apply them in further learning. For example, pupils in Year 4 applied their knowledge of the different properties of triangles to identify a collection of triangles including isosceles, equilateral and scalene. These outcomes are due to a well-structured curriculum with thorough planning and effective teaching that successfully accommodates all abilities.

- 4.10 Pupils are competent users of digital technology, and their core ICT skills are developed in line with age-related expectations. They make effective use of these skills independently. For example, pupils were observed confidently and efficiently using tablets to research, then setting up hyperlinks to webpages, recording speech, changing presentations and inserting images. These were exemplified, in scrutiny of competent examples of eBooks about animals, where the user could click on the animal which they wished to explore and open relevant fact files. In discussions, pupils confirmed their use of ICT in computing lessons, where they explained their enjoyment of learning coding skills. Pupils' use of digital technology was not observed in other areas of learning, however. Their ability to make full and ready use of ICT in their learning is hampered because the available devices are heavily oversubscribed.
- 4.11 Pupils develop effective study skills by the time they leave the school. They can draw upon complex sources to make insightful hypotheses, as seen in a scrutiny of geography work in Year 6, where pupils successfully identified, described, and explained the effect of climate change on communities. More able pupils made insightful evaluations of the impact of poverty and child-labour because teaching delivered considered text and challenged pupils to analyse the global inequality. Excellent examples of analysis and synthesis were seen, for example, in science books in Year 6 where an investigation into the conditions required for tenable life in a fictitious solar system was systematically presented. Children in the EYFS investigated and analysed the properties of a pumpkin effectively, using their senses and showing independence and curiosity when identifying their pumpkin seeds. Almost all parents agreed that the school equips their children with the team-working, collaborative and research skills they need in later life. Teaching includes well-planned lessons and opportunities for pupils to discuss, analyse, hypothesise and make conclusions at appropriately challenging levels.
- 4.12 Pupils are successful within the formal curriculum and beyond. They achieve considerable success in entrance examinations to a range of schools with competitive entry. They have also achieved plaudits in several local and regional endeavours such as mathematics Olympiads, speech and drama and music examinations, poetry competitions and other artistic, cultural and sporting events. Pupils described the sense of achievement and satisfaction gained from performing in school productions. They engage enthusiastically in a range of activities, both academic and in other areas of the wider curriculum, such as chess, knitting, beach cleans and the eco-committee. The school's leadership and proprietor are highly supportive of pupils' endeavours and celebrate their wide range of talents and interests within school community assemblies and more widely.

The quality of the pupils' personal development

- 4.13 The quality of the pupils' personal development is excellent.
- 4.14 Pupils display excellent manners and respect for each other; they understand the importance of being honest and of being a positive member of their school community. Almost all pupils agreed that the school expects them to behave well and helps them to build positive relationships and friendships. Pupils respect their teachers, explaining, in discussions, that they see them as role models in positivity and kindness. Leaders successfully promote a culture of acceptance where pupils can be themselves and grow their respect for each other. A minority of pupils disagreed that pupils are kind and respect

each other. Inspection evidence does not support this. On the rare occasion that behaviour does not meet expectations, these are quickly reinforced. This was observed in a lesson with younger pupils who amended their behaviour immediately when asked to choose someone who was doing 'good sitting'. In the EYFS, the very youngest children of two years set excellent examples as leaders who showed others how to walk nicely out to the 'Big Garden'. Children were also observed carefully tidying away all the chalks that had been tipped onto the floor. The oldest pupils on the stairs politely moved to the side so that visitors could pass. In discussions, pupils explained that everyone makes mistakes, but that what is important is to put things right at the earliest opportunity. Pupils embrace the school's culture of kindness but also draw successfully upon their own resilience by ignoring poor behaviour, as explained by older pupils in discussions.

- 4.15 Pupils readily recognise and celebrate diversity in their school community. They are fiercely protective of their peers and were adamant, in discussions, that everyone in school is treated equally and is respected by staff and pupils. Pupils explained that the school is very multi-cultural, and that difference is celebrated. They gave examples of the ways in which they learn about each other's cultures and animatedly described work they had covered on the impact of slavery during Black History Month, for example. They explained that pupils bond with each other no matter what their background. Pupils learn about other religions and cultures in an open and shared environment; they spoke enthusiastically about those studied in school and also about how they learn from each other about their different cultures and beliefs. Pupils in Year 2 demonstrated an excellent awareness of other cultures and beliefs explaining, for example, their understanding of the differences between kosher and non-kosher foods clearly. Older pupils explained, clearly, that the world is richer because of difference and also their appreciation of how much they learn from each other.
- 4.16 Pupils develop excellent self-understanding and self-confidence as they progress through the school. They are aware of their relative strengths and weaknesses in part because of the teachers' highly effective use of mutually agreed targets which engage and motivate pupils to strive for excellence. Teaching encourages pupils to support each other in making their own choices and learning to be independent from a very early age. Pupils speak knowledgeably of their achievements with an open and engaging manner. They feel well prepared for moving on to senior schools and for their external examinations. In a poetry lesson in Year 5, pupils gave feedback to others in an honest and objective manner articulating, for example, the importance of pace and expression when reciting. Pupils in Year 1 demonstrated excellent self-understanding when deciding whether to work independently or in pairs for support, choosing to work with their peer 'lifeguards' when identifying different continents. Children in the EYFS were extremely confident in pouring their own drink for snack time and demonstrated excellent control. This confidence and self-esteem are the result of pupils' entirely positive relations with their peers and the adults around them.
- 4.17 Pupils become confident and effective decision makers from an early age. The youngest children make their own decisions on which learning activities to follow, whilst older learners explained how they challenge themselves by choosing more complex tasks. They feel able to take risks in their learning because teaching and leadership have successfully built a culture where the word fail is understood as 'first attempt in learning'. Pupils explained, confidently, that everyone makes good and bad decisions but that by focusing on learning from their mistakes, they improve. Pupils in Year 4 spoke about seeing two younger pupils arguing and described how they calmed the situation before asking for help from a teacher to resolve the matter. Pupils are encouraged, by leaders, to trust their own judgements. The youngest children voted on their favourite story book to read to the class and explained that this was a group decision. They were observed confidently making decisions on which activities they would like to investigate, both within their classroom and outside. Older pupils in a computing lesson made sensible and independent choices about their presentations.
- 4.18 Pupils have a refined and mature sense of how to stay safe and healthy. Most pupils and nearly all parents agreed that the school encourages pupils to be healthy. They eagerly provided accurate descriptions of what a healthy plate at lunch looks like, demonstrated a clear understanding of the

need for regular exercise and described strategies such as relaxation and reading that can be used to maintain a healthy mind. The youngest children were able to identify appropriate dress for different types of weather, showing an understanding of how to stay safe with their wellingtons for outdoor play to stop them slipping. Older pupils explained not only that they learn a great deal about online safety and how to deal with attempts at cyber-bullying, but also about how to identify possible scams and how to deal with concerning messages, revealing a high level of awareness. They praised the provision that leaders have made to pupils in the school's pastoral room, explaining that it is an excellent place to go if anyone is upset or simply wants to pop in for a chat. Older pupils explained that when they feel worried it helps them to see a different perspective and to use mindfulness and other resources to help them to build resilience.

- 4.19 The school achieves its aims of enabling every pupil to develop emotionally and spiritually. Pupils develop a strong sense of appreciation for the non-material aspects of life. They explained, in discussions, that the love of their parents, their friends and the importance of happiness are things of great value that money cannot buy. Pupils demonstrated a clear understanding of these qualities when describing things that amaze them, such as the start of spring or when it snows unexpectedly. They are supported in this excellent development by the strong values culture which leaders have embedded well within school life. The school has a culture of inclusiveness and promotes an appreciation of its rich culture. Pupils described, with clarity, the calming effects of yoga, which they explained had been used in lessons to calm the class to help them learn. Teachers support pupils effectively across the school by modelling kindness and by emphasising the importance of nurturing their friendships and family.
- 4.20 Across all areas of the school, pupils work most effectively with each other, both within and outside of the classroom. In a PSHE lesson in Year 4, pupils came together readily to discuss factors that would point to certain behaviours being bullying. Older pupils explained, in discussions, that there is a ready culture of assisting others in the school; they stated that they would always prefer to help others rather than work alone, because it is the right thing to do. Pupils enjoy collaborating with their peers and share their ideas eagerly. Older pupils described dissecting an eye in science and how, by working together, they helped others who were not as accurate in their practical work. Pupils showed excellent empathy and kindness to others when older pupils, unbidden, gave very young pupils opportunities to speak during discussions and then accompanied them back to their classrooms. The youngest children took fair turns at snack time, displaying excellent awareness of others' needs. Pupils demonstrate excellent social skills and interact easily with their peers and staff, because leaders and staff model these qualities themselves.
- 4.21 Pupils are very willing to contribute positively to make others' lives better. They successfully fulfil roles such as being a prefect in Year 6, being members of the school and eco-committees and librarians, relating their duties and the difference they can make with great pride. They described their active participation in pupil-led initiatives such as the recent *Challenge 22* project, which involved choosing to undertake 22 tasks, such as running 22 miles or completing 22 back-flips on the trampoline to raise money for the school playground refurbishment. Others successfully initiated and organised a collection of essential supplies for Ukrainian refugees and explained how the school community supports local food banks. The youngest children understand the importance of contributing to others, taking their responsibility as class leader very seriously. Pupils promote each other's welfare in class and show great care in looking after each other. This was seen most clearly in a PSHE lesson in Year 5, when pupils wrote comments about their peers on pieces of paper affixed to their backs. They were considerate and reflective in their comments about each other, readily identifying the best qualities. The ECO council successfully lobbied leaders to introduce recycling bins and also a ban on plastic bottles in school. The school celebrates the contribution of pupils and encourages them to carry out their roles with responsibility and fairness.

5. Inspection Evidence

- 5.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. 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 Kerry Lord	Reporting inspector
Mr Christopher Emmott	Compliance team inspector (former head, ISA school)
Mrs Allison Skipper	Team inspector (Head of Pre-Prep, IAPS school)