



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**St Winefride's School**

**October 2019**



## 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	7
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	8
PART 7 – Manner in which complaints are handled	8
PART 8 – Quality of leadership in and management of schools	8
<b>3. Educational Quality Inspection</b>	<b>10</b>
Preface	10
Key findings	11
Recommendations	11
The quality of the pupils' academic and other achievements	11
The quality of the pupils' personal development	13
<b>4. Inspection Evidence</b>	<b>16</b>

### School's Details

<b>School</b>	St Winefride's School			
<b>DfE number</b>	893/6012			
<b>Registered charity number</b>	1037597			
<b>Address</b>	St Winefride's School Belmont Shrewsbury Shropshire SY1 1TE			
<b>Telephone number</b>	01743 369883			
<b>Email address</b>	head@stwinefridesircs.co.uk			
<b>Headteacher</b>	Sister Mary Felicity			
<b>Chair of trustees</b>	Dr Grant Charlesworth Jones			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	134			
	<b>EYFS</b>	30	<b>Infants</b>	44
	<b>Juniors</b>	60		
<b>Inspection dates</b>	01 to 03 October 2019			

## **1. Background Information**

### **About the school**

- 1.1 St Winefride's School is an independent co-educational day school for pupils aged between three and eleven years. It was founded in 1868 by the Sisters of Mercy and is located next to a Sisters of Mercy convent, to which it is closely linked. The school became a charitable trust in 1993 and is governed by a board of trustees.
- 1.2 The school has an Early Years Foundation Stage (EYFS) for children aged from three to five years of age, an infant section for pupils aged five to seven and a junior section for pupils aged from seven to eleven years. Since the previous inspection, two new deputy headteachers have been appointed.

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

- 1.3 The school aims to encourage its pupils to reach their potential through an education which emphasises kindness and mutual respect within a Christian context. It seeks to foster an awareness of the needs and religious beliefs of others, in order to enable pupils to become responsible citizens and assets to the community.

### **About the pupils**

- 1.4 Pupils come from a wide local area, most being of white British heritage and from professional family backgrounds. The school's own assessment indicates that the ability of pupils is above average. The school has identified 23 pupils as having special educational needs and/or disabilities (SEND), which include difficulties with literacy or numeracy, of whom 13 receive additional specialist help. No pupil has an education, health and care (EHC) plan or a statement of special educational needs. No pupils have English as an additional language (EAL). The school has identified 11 pupils as being more able or talented in music and spatial awareness and caters for their needs through challenge in lessons and in extra-curricular activities.

## 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 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 The school measures attainment using National Curriculum tests. In the years 2018 to 2019, the results were 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 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met and there is a strategic approach to risk assessment. Pupils are properly supervised and admission and attendance registers are maintained, as required.
- 2.8 Arrangements are made to safeguard and promote the welfare of pupils in many respects but the school has not ensured that the designated safeguarding lead is appropriately trained. Staff have not been trained in the management of a report of peer-on-peer abuse and several members of staff have not received updated safeguarding training. The school has not conducted an annual review of its child protection policies and procedures to ensure the trustees have proper oversight of safeguarding.
- 2.9 Precautions are taken to reduce risk from fire, but the school has not appointed a competent person to assist in this, and it has not acted promptly on the recommendations of the previous fire risk assessment. The school makes provision for first aid, but it has not ensured that a person who has a current paediatric first aid certificate is on the premises at all times when children are present. The written disability access plan does not cover the required three-year time scale. It does not identify the ways in which the school will increase the extent to which disabled pupils can participate in the school's curriculum or improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. The plan has not been delivered or reviewed within appropriate time scales and does not sufficiently take into account the preferences of pupils or their parents, or the resources required to implement the plan.
- 2.10 **The standards relating to welfare, health and safety in paragraphs 9 to 11 and 14 to 16 and the ban on corporal punishment under section 548 of the Education Act 1996 are met but those in paragraphs 7 (a) and (b) [safeguarding], 12 [fire], 13 [first aid] and the requirement of Schedule 10 of the Equality Act 2010 are not met.**

**Action point 1**

- the school must ensure that all staff, including the designated safeguarding leads, are suitably trained [paragraphs 7 (a) and (b); EYFS 3.6]

**Action point 2**

- the school must ensure that trustees carry out a review of the school's safeguarding arrangements at least annually [paragraph 7 (a) and (b); EYFS 3.4 and 3.7]

**Action point 3**

- the school must ensure that it acts promptly on any recommendations from external fire experts [paragraph 12; EYFS 3.55]

**Action point 4**

- the school must appoint a suitably trained competent person to assist in taking preventative and protective measures against fire [paragraph 12; EYFS 3.55]

**Action point 5**

- the school must ensure that at least one person who has a current paediatric first aid certificate is on the premises and available at all times when children are present [paragraph 13; EYFS 3.25]

**Action point 6**

- the school must ensure that it prepares and implements an accessibility plan in accordance with Schedule 10 of the Equality Act 2010 [Equality Act 2010]

**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 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 school does not provide appropriate accommodation for pupils' medical and therapy needs, in a room not used for teaching and near to a toilet.
- 2.15 The standards relating to the premises and accommodation in paragraphs 22 to 23 and 25 to 31 are met but those in paragraph 24 [medical accommodation] are not met.

**Action point 7**

- the school must ensure that suitable accommodation for the medical examination, treatment and short-term care of sick and injured pupils is provided, which includes a basin in the room and is near a suitable toilet [paragraph 24 (1) (a) and (b) and (2); EYFS 3.54]

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

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

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

- 2.18 Parental complaints, if any, are handled 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.
- 2.19 The school has not ensured that complaints registered under the formal stage are resolved within the time scale stated in its procedure. It has not kept appropriate records of formal complaints or of any actions taken, whether or not a complaint is upheld.
- 2.20 **The standards relating to the handling of complaints in sub-paragraphs (a to b), (d to i) and (k) are met but those in sub-paragraphs (c) and (j) [clear time scales and written records] are not met.**

### **Action point 8**

- **the school must ensure that it implements the time scale stated in its policy for the management of formal complaints [paragraph 33 (c); EYFS 3.74]**

### **Action point 9**

- **the school must ensure that written records are kept of all formal complaints, whether they are resolved following a formal procedure or proceed to a panel hearing; and of action taken as a result of these complaints whether they are upheld or not [paragraph 33 (j) (i and ii); EYFS 3.74]**

## **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, so that the other standards are consistently met, and they actively promote the well-being of the pupils.
- 2.22 The proprietor has not ensured that leadership and management receive sufficient training to enable them to fulfil their roles and responsibilities. Leadership and management is not held to sufficient account to enable the proprietor to monitor and oversee the school's policies and their implementation with rigour.
- 2.23 **The standard relating to leadership and management of the school in paragraph 34 is not met.**



### **Action point 10**

- **the school must ensure that 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 [paragraph 34 (1) (a), (b) and c]**

### 3. Educational Quality Inspection

#### Preface

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

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

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>
Kindergarten	Nursery (3 to 4 year olds)
Infants 1	Reception
Infants 2	Year 1
Infants 3	Year 2
Junior 1	Year 3
Junior 2	Year 4
Junior 3	Year 5
Junior 4	Year 6

## Key findings

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

- Pupils' literacy and numeracy skills are well developed and deployed effectively across the curriculum.
- Pupils use higher order thinking skills with confidence.
- Pupils are successful in competitions and entry to senior schools.
- More able pupils do not always achieve in line with their ability.
- Pupils' information and communication technology (ICT) skills are limited in breadth and depth.

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

- Pupils display a mature sense of self-understanding, confidence and resilience.
- Pupils develop an excellent spiritual understanding and appreciation of the non-material aspects of life.
- Pupils have a deep respect for rules and a keen sense of right and wrong.
- Pupils have a good understanding of how to stay safe and healthy.
- Pupils' understanding of other faiths, and their contribution to the wider community, are limited.

## Recommendations

3.3 The school is advised to make the following improvements:

- Extend pupils' ICT skills in all curriculum areas.
- Ensure the most able pupils achieve at the highest levels of which they are capable.
- Develop pupils' understanding of different cultures and faiths.
- Enable pupils to contribute more widely to the lives of others in the community beyond the school.

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

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

3.5 Pupils display good levels of knowledge, skills and understanding, through the provision of a broad and balanced curriculum and the pursuit of the school's aim to encourage pupils to achieve their full potential, and trustees have promoted achievement by strengthening the leadership team through new and recent appointments. Pupils explain their work clearly and write with confidence in the humanities, and their scientific skills are well-developed. Specialist teaching provides pupils with challenging and motivating opportunities, notably in science, where older pupils demonstrate competence in their knowledge and understanding of topics including space, the human body and plants in their written work. Younger children are able to manipulate modelling materials to good effect and pupils of all ages show proficiency in drawing when illustrating their work. Detailed knowledge of the Iron Age was evident in history books and older pupils were able to give examples of famous quotations from Shakespeare that are in everyday use. Pupils develop advanced physical skills through the provision of a wide-ranging programme of physical education; attainment in gymnastics is excellent. Pupils acquire new skills and knowledge within a highly positive working environment which is characterised by excellent relationships between pupils and their teachers.

- 3.6 Pupils achieve at levels which are good in relation to their abilities, as confirmed by their results in national and standardised tests. Children in the EYFS achieve in line with expectations for their age, and they attain high levels in reading. There is no discernible difference in the achievement of boys and girls. Pupils with SEND achieve well in relation to their abilities due to support which is tailored to their needs. However, teaching does not consistently include tasks matched to pupils' individual abilities, and this reduces the challenge required for more able pupils to achieve at the highest levels; insufficient oversight by the trustees means that school leaders and managers are yet to implement this recommendation of the previous report. Attainment in English and mathematics is particularly strong and has been promoted by the introduction of new teaching materials and individual targets to inform teachers' planning. Good progress across the curriculum is maintained throughout the school and gathers pace as pupils move through the junior school. This is particularly evident in teaching which includes the provision of different activities for pupils' individual needs and which is engaging and well-paced. In the pre-inspection questionnaires, the overwhelming majority of pupils agreed that teachers help them to learn and make progress and that teachers give them help if they have problems with their work.
- 3.7 Pupils' excellent skills in reading and writing are well used throughout the curriculum. They develop a well-formed cursive handwriting style as seen in their books, and they write confidently in the humanities and science. Children in the EYFS demonstrate good knowledge of letter sounds and emerging writing, whilst older pupils in the infant school structure their own stories based on one heard in class and explain these to their peers before writing them. Older pupils are able to identify and describe the features of instructional text and they have produced a school newsletter to showcase their reporting skills. Pupils speak with fluency and clarity and listen attentively to their teachers and peers. They talk confidently in assembly and recite a variety of prayers from memory. Pupils speak with enthusiasm of their love for reading, which is fostered by regular visits to the well-stocked library and daily reading in class.
- 3.8 Pupils are highly numerate and can explain their workings with confidence. They enjoy mathematics and develop competent numeracy skills from an early age. Children in the EYFS are able to form and recognise numbers to ten, whilst younger pupils in the infant school demonstrate a good knowledge of the names and properties of two-dimensional shapes. Pupils in Year 4 show a good understanding of reflective symmetry, and some are able to recognise and create reflections of more complex shapes. Pupils are able to apply their mathematical knowledge effectively in other subjects, for example in science, where older pupils were able to calculate the speed of planets by application of a mathematical formula. However, their skills are not developed to the full because opportunities to use mathematical skills are not regularly provided outside this subject.
- 3.9 Children begin to acquire skills in ICT in the EYFS, learning to use different programmes to present and interpret information and to write in code as they move through the school. Older pupils are able to manipulate data and to present their research to an audience, and some have used their ICT skills to produce a school newspaper. Pupils of all ages use computer programs and online resources to reinforce their understanding of mathematics and literacy, and specialist programmes enable pupils with SEND to make progress in these subjects. Pupils' overall attainment in ICT is limited to a basic level of skills and knowledge by the lack of opportunities for them to apply these to other curriculum areas.
- 3.10 Pupils are confident in employing higher order thinking skills, whether analysing information, presenting it in different forms or asking and answering challenging and thought-provoking questions. They regularly conduct research tasks for homework and present their findings in a range of formats. In the pre-inspection questionnaire, the very large majority of pupils said that the school encourages them to think and learn for themselves, and the vast majority of parents agreed that the school helps their child to develop skills for the future. As they move through the school, younger pupils become well organised and reflective learners. They can work out and explain why some resources are renewable and others are not in geography and explain their choices about what to put in a time

capsule. As pupils reach the upper part of the school, challenging tasks set in class and for homework enable them to develop their skills. They are able to hypothesise and analyse information sources to work out whether people in Australia see the moon in the same way as they do and to make predictions about which shapes will appear when paper is folded and cut. They are able to read critically, think independently and defend their views in a positive learning environment, in which they are encouraged to engage in new and challenging tasks.

- 3.11 Pupils enjoy considerable success in their endeavours outside class. Almost all pupils gain a place at their senior school of choice, and they are regularly awarded art, sport, music and academic scholarships. Pupils have achieved well in local area events in science and mathematics and in national chess tournaments. They have won prizes in local creative writing competitions and have performed at the local music festival. Musical performances are a regular part of school life, and pupils have achieved success in external music examinations. Pupils have been successful at county level in football and athletics, and the school has a nationally recognised reputation for success in gymnastics which belies its size. Pupils of all abilities are encouraged to take part in a variety of pursuits and their efforts are celebrated as positively as their successes, in line with the school's aim of encouraging pupils to achieve their potential. Most parents agree that the school provides a suitable range of extra-curricular activities, and pupils are proud of their achievements in the wide range of specialist taught clubs and activities on offer.
- 3.12 Pupils have a highly positive approach to their learning and take a particular delight in finding things out for themselves. Homework tasks in the junior school regularly include independent learning and younger pupils are encouraged to pursue individual interests, doing so with energy and enthusiasm, on topics such as dinosaurs. School leaders have implemented a recommendation of the previous inspection to develop pupils' independent learning skills, and in questionnaires, the vast majority of staff agreed that the pupils develop effective learning skills, including working independently and taking initiative in their learning. Pupils of all abilities readily engage in their tasks, demonstrating enjoyment and satisfaction with their achievements. They are able to work independently and also enjoy and benefit from opportunities to work collaboratively, such as when children in the EYFS worked in pairs to successfully identify different sounds on letter fans. However, pupils' collaborative and leadership skills are not developed fully as opportunities to work together in class are limited in scope. Pupils present their work neatly in most of their books and demonstrate excellent concentration and focus in class. Older pupils are keen to develop their skills and assimilate individual advice offered to them verbally or through targets set. They enjoy the opportunity to determine what they are to learn about, for example when older pupils were able to decide together what they wanted to learn about the Vikings.

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

- 3.13 The quality of the pupils' personal development is good.
- 3.14 Pupils display a mature sense of self-awareness and confidence, fostered by the nurturing environment in which they and their families are well-known by school leaders and staff. They feel well prepared for their senior schools and know how to improve their work due to supportive and motivating teaching. Younger children ask and answer questions with confidence and readily speak in front of their peers in assemblies, where achievements are celebrated, no matter how small. Although a very small minority of pupils disagreed in the questionnaires that marking and feedback help them to improve, inspectors found that pupils are given clear and regular guidance in their books and in class. When targets are shared with pupils, in line with a recommendation of the previous inspection, they are well used, such as when pupils in the infant school remembered to work on their individual targets when writing a story. Pupils are able to evaluate their learning and show determination and resilience when faced with more difficult work, such as when older pupils identified features of a challenging instructional text.

- 3.15 Pupils demonstrate a strong appreciation of the non-material aspects of life, in successful realisation of the school's aim to educate its pupils in a caring and Christian atmosphere. They value friends and family, and seek fulfilment in their adult lives in both work and family life. The school encourages a love of God, of God's people, and of learning, and this is evident in the pupils' excellent spiritual understanding. This was demonstrated when older pupils were able to identify the most and least important aspects of the life of St Francis. Younger pupils develop an appreciation of the natural world and their responsibility for it, as seen in their absorption in ladybird larvae and rosehips on a nature walk, whilst children in the EYFS understand that they need to look after animals. Pupils of all ages sing and pray calmly and thoughtfully in assemblies, which provide an opportunity for quiet contemplation at the start of the day, focusing on concern for others and striving to follow the Christian tenets. Pupils show an appreciation of the importance of caring for others and aspiring to do their best. They include other children and their country in their daily prayers as well as their families and friends. Pupils understand and appreciate the personal choice they are given in the matter of their beliefs.
- 3.16 Pupils' sense of right and wrong is strongly embedded and they have a sincere respect for rules and their importance in the wider world. Behaviour throughout the school is excellent in response to the almost implicit but high expectations of good conduct and kindness. Pupils readily and spontaneously assist others and carry out unsupervised duties, such as collecting and putting away hymn books, sensibly and without fuss. Junior school pupils respect and understand the reason for playground rules, and monitors are diligent in checking with their teachers if they are unsure about their enforcement. The school rules are well-known, and some pupils are able to recite them word for word. In the questionnaires, almost all parents and staff agreed that the school actively promotes good behaviour, in line with its aim to emphasise kindness and to enable pupils to achieve their moral potential. Pupils understand and can explain what the school or the wider world would be like without rules and state their disagreement with the saying that rules are made to be broken. They recognise that they may make mistakes in their behaviour and attach great importance to the rectifying of any wrong doing toward others, in response to the guidance and forgiveness of school leaders and staff.
- 3.17 Pupils have a secure understanding of what constitutes a healthy lifestyle. Although a small minority of pupils disagreed in the questionnaires that the school encourages them to follow a healthy lifestyle, inspectors found that this is well-promoted through the curriculum and activities. Pupils learn about healthy diets and hygiene in their personal, social and health education (PSHE) lessons and are able to explain these to others. Pupils appreciate the opportunities provided by the school to engage in physical exercise, some describing these as their favourite lessons. From a young age, they have a sound understanding of how to stay safe, and in interviews, pupils said that they feel safe at school. They demonstrate confidence in their understanding of how to stay safe online, gained through learning about internet safety in ICT, and use their knowledge to create posters. Older pupils understand the importance of maintaining a balanced lifestyle. They appreciate that the promotion of healthy minds in their final year, supports their mental health by limiting stress and anxiety about their work as they prepare for entrance tests and national curriculum assessments.
- 3.18 Pupils take on a range of responsibilities from a young age, when they fulfil age-appropriate jobs to assist their teachers, such as being milk monitors, maintaining the library box, as well as cloakroom and recycling duties. Older pupils undertake roles such as head boy and girl, house and sports captains, and librarians, many of which are voted for by the pupils themselves. They support younger pupils in a number of ways, including at lunchtime and as playground leaders. These roles are taken very seriously, and older pupils act as good role models to younger children alongside their teachers. Good relationships are the norm across the school, and pupils value their community, in which all members are well-known to each other. Older pupils collaborate in the fulfilment of their duties, particularly when helping children in the EYFS. Pupils are respectful towards each other and work together to operate a rota system for access to the football area in the playground. Older pupils organise and run stalls for the Christmas and summer fair and sell produce for charity at harvest time. Pupils have performed in the local theatre and town square and have sung at the local church. They raise money

for charities at home and further afield. However, pupils' collaborative skills and their support of the local and wider community are constrained by the limited opportunities provided by the school.

- 3.19 Pupils engage naturally and without hesitation with those of backgrounds and cultures other than their own, in response to the ethos of kindness and mutual respect which permeates the school. They have a fundamental awareness of British values and can make the link between these and their own behaviour and attitudes, encouraged to do so by displays around the school and through the PSHE curriculum. In a history lesson, younger pupils in the infant school demonstrated a good knowledge of key features of London, and written work by older pupils indicates they are able to identify values such as respect, tolerance, the rule of law and individual liberty. In the questionnaires, almost all pupils agreed that the school encourages them to respect and tolerate other people. Older pupils demonstrated their respect for others through a poetry writing competition with the theme of *Diversity*, which was won by a pupil from the school. They understand that others may have different views from themselves and were able to explain this in discussion with inspectors. Pupils enjoy learning about other religions and cultures, but their knowledge and understanding of these is under-developed as opportunities for them to do so are currently limited to an annual faith week.
- 3.20 Pupils are able to make decisions that will have an impact on their lives. Children in the EYFS choose which activities to engage in, and they are encouraged to pursue their own interests in the classroom. Older pupils are able to make choices about which clubs and activities they will attend, and by the time they reach the older classes, they are able to recognise the implications and difficulties of making important decisions and of having the courage of their convictions in deciding which course to follow. Pupils understand that the decisions they make may have an impact on their own well-being and on that of others, and they are diligent in seeking ways in which to minimise upsetting others when doing so, whilst taking heed of the school's advice to be true to yourself. Older pupils are often involved in deciding which senior schools they will attend and are conscious of the importance of this in their future lives.

## 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 chair of trustees, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. 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

Mrs Karen Williams	Reporting inspector
Mr Andrew Greenway	Compliance team inspector (Assistant head, IAPS school)
Mr Mark Turner	Team inspector (Headmaster, IAPS school)