



ISI Independent
Schools
Inspectorate

Regulatory Compliance and Educational Quality Inspection Reports

St Ambrose Preparatory School

March 2019



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School's Details

School	St Ambrose Preparatory School			
DfE number	358/6004			
Registered charity number	254312			
Address	St Ambrose Preparatory School Wicker Lane Hale Barns Altrincham Cheshire WA15 0HF			
Telephone number	0161 903 9193			
Email address	secretary@stambroseprep.co.uk			
Headteacher	Mr Francis Driscoll			
Proprietor	The Congregation of Christian Brothers			
Age range	3 to 11			
Number of pupils on roll	121			
	Boys	121	Girls	0
	EYFS	19	Juniors	102
Inspection dates	5 to 7 March 2019			

1. Background Information

About the school

- 1.1 Situated in the village of Hale Barns in Cheshire, St Ambrose Preparatory School is a Roman Catholic day school for boys aged between 3 and 11 years. Once part of St Ambrose College, it is now an independent establishment but shares sporting facilities with the College.
- 1.2 The school is administered by the Congregation of Christian Brothers, who are the trustees of the school, supported by a local governing body.
- 1.3 The school has an Early Years Foundation Stage (EYFS) department comprising Nursery and Reception classes. It also has infant and junior departments for pupils aged 5 to 7 and 7 to 11 years respectively.

What the school seeks to do

- 1.4 The school aims to develop the pupil as a whole person in respecting others and being kind and tolerant to all. It seeks to foster a caring environment where all pupils feel safe and happy. The school endeavours to deliver a broad, academic and balanced curriculum, which enables the boys to develop their talents and attributes to their full potential.

About the pupils

- 1.5 Pupils come from a range of professional family backgrounds, mostly living locally to the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The number of pupils with special educational needs and/or disabilities (SEND) is ten, of whom nine receive additional support for dyslexia. No pupils have a statement of special educational needs or an education, health and care (EHC) plan. Twelve pupils have English as an additional language (EAL), whose needs are supported by their classroom teachers. The school has identified 20 pupils as being the most able in the school's population, and the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

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

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

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

This is a REGULATORY 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.

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 uses its own framework to determine attainment, instead of the national framework.
- 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, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 Arrangements are not made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance. Training for the designated safeguarding lead and deputy designated safeguarding lead has not been updated as required every two years and therefore is not up to date. The review of safeguarding lacks sufficient rigour because the proprietor is not sufficiently involved. Not all staff have been subject to barred list checks or, when appropriate, prohibition from teaching checks, before commencing employment at the school and not all required recruitment checks on some staff have been recorded appropriately. The school has not informed the local authority when removing or adding a pupil's name to the register of admissions at non-standard transition times. Appropriate checks on visiting speakers have not been carried out.
- 2.9 **The standards relating to welfare, health and safety in paragraphs 9-14 and 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 but those in paragraphs 7 (safeguarding) and 15 (admissions and attendance registers) are not met.**

Action point 1

- **the school must ensure that barred list checks and, where appropriate, checks for prohibition from teaching, are carried out on staff before they commence work [Part 3, paragraph 7 (a) and (b)].**

Action point 2

- the school must ensure that the training of the designated safeguarding lead and deputy designated safeguarding lead remains up to date [Part 3, paragraph 7 (a) and (b)].

Action point 3

- the school must ensure that it carries out and records suitability checks on visiting speakers [Part 3, paragraph 7 (a) and (b)].

Action point 4

- the school must ensure that it notifies the local authority when removing or adding a pupil's name to the admissions register at non-standard transitions [Part 3, paragraph 15].

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

2.10 The school does not make appropriate checks to ensure the suitability of staff and a register is not kept as required. The required checks on staff, including checks of identity, right to work in the United Kingdom; medical fitness; qualifications; and of persons who have lived and worked outside the United Kingdom, have not always been carried out before staff take up their posts. Enhanced criminal record checks have not always been carried out and an enhanced criminal record certificate obtained before or as soon as practicable after staff commence working at the school. The school does not use supply staff.

2.11 The standards relating to the suitability of those in contact with pupils at the school in paragraph 20 are met, but those in paragraphs 18 and 21 are not met.

Action point 5

- the school must ensure that all the required checks on staff, including checks against the barred list; prohibition from teaching; of identity, right to work in the United Kingdom, and, where required, medical fitness and qualifications, are carried out before staff take up their posts [Part 4, paragraph 18 (2)(a), (b), (c)(i-iv) and 18 (3)].

Action point 6

- the school must ensure that enhanced criminal record checks are carried out and an enhanced criminal record certificate obtained before or as soon as practicable after staff commence working at the school [Part 4, paragraph 18 (2)(d)].

Action point 7

- the school must ensure that a suitably detailed register of appointments is kept with all dates recorded accurately, in particular, for all staff, including those appointed before 2007, those in relation to checks of identity, against the barred list and the list of those prohibited from teaching, of qualifications, right to work and overseas checks, and when a criminal record certificate is seen [paragraph 21 (3)(a)(i, ii, iv, v, vii and viii) and (b), (4)].

PART 5 – Premises of and accommodation at schools

2.12 Suitable toilet facilities 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.

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

PART 6 – Provision of information

2.14 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.

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

PART 7 – Manner in which complaints are handled

2.16 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.

2.17 Records are not kept appropriately, including of any action taken, whether or not a complaint is successful.

2.18 The standards relating to the handling of complaints in sub-paragraphs 33 (a) to (i) and (k) are met but those in sub-paragraph 33 (j)(i and ii) are not met.

Action point 8

- **the school must ensure that a written record is kept of all complaints and whether they are resolved following a formal procedure or proceed to a panel hearing, and any action taken by the school as a result of these complaints, regardless of whether they are upheld [Part 7, paragraph 33 (j)(i and ii)].**

PART 8 – Quality of leadership in and management of schools

2.19 The proprietor does not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, in particular with regard to safeguarding and recruitment checks on staff, 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 in paragraph 34 is not met.

Action point 9

- **the school must ensure that the leadership and management of the school demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the other standards are consistently met and they actively promote the well-being of the pupils [Part 8, 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.

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupil attainment is above the national norms for their age group. The majority of leavers pass examinations to enter academically competitive senior schools.
 - Pupils exhibit high competence in numeracy and communicate very fluently both orally and in writing.
 - Pupils have excellent reasoning skills and are persistent in applying them.
 - Pupils display extremely positive attitudes to learning.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils' spiritual understanding and appreciation of the non-material aspects of life are outstanding.
 - Pupils display very high levels of self-esteem and self-discipline.
 - Pupils' behaviour is exemplary.
 - Pupils' social awareness is very well developed.

Recommendation

- 3.3 In the context of the excellent outcomes, the school may wish to consider:
- Stimulating pupils to improve their information and communication technology (ICT) skills still further by enabling them to use these even more widely across the curriculum.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The school does not take part in National Curriculum tests, but the available evidence from standardised tests in English and mathematics, lesson observations, and scrutiny of pupils' work, shows attainment to be high. All pupils and almost all parents who responded to the pre-inspection questionnaire said that teaching enables the pupils to learn and make progress. This is borne out by inspection evidence, which shows that the school meets its aim to develop pupils' talents and attributes to their full potential. Pupils make very good progress throughout the school. In some cases, particularly for pupils who have recently joined the school, progress has been notably rapid in relation to pupils of similar ability. This is due to careful planning and delivery of teaching, informed by knowledgeable analysis and monitoring of pupil progress by the school's leadership. Additional support for individual pupils is carefully designed to ensure the most rapid progress is made where specific barriers to learning have been identified. Excellent progression in attainment was observed in pupils' exercise books and in very effective, and often sophisticated, wall displays. Year 3 pupils' in-depth examination of the life of local artist, L.S. Lowry, is a striking example. Pupils' talents are nurtured by committed teaching and it is evident that a collaborative, positive atmosphere contributes to pupils' confidence to achieve as strongly as they do. The majority of leavers pass examinations to academically competitive senior schools. The school is successful in meeting its aim to deliver a broad, academic and balanced curriculum which enables pupils to develop their talents and attributes to their full potential.

- 3.6 Pupils develop their knowledge very well across a broad curriculum, with particular strengths displayed in the core subjects and in religious education (RE). Pupils apply high-level skills in most subject areas and show excellent insight, understanding and recall, as seen in a mathematics lesson on partition methods for addition, with younger pupils, where prior knowledge was used very effectively as a foundation for new learning. They are able to use these skills very effectively to help them to research and present their findings, as seen in high-quality displays of pupils' science work on the circulatory system and also on the lives of evacuees in the Second World War. Pupils with SEND and/or EAL and the most able pupils are well supported and given confidence to develop their strengths.
- 3.7 From the earliest ages, pupils rapidly develop communication skills. This continues as they progress through the school, so that by the time they leave, they are able to express themselves and their ideas with fluidity and panache. This was evident, for example, in a highly effective lesson where older pupils created incisive and expressive book reviews for World Book Day. Pupils explained to inspectors how important it is to have good communications skills in order to be successful in their careers and described how much they enjoyed entering and succeeding in local debating competitions. They have a good vocabulary, derived from excellent reading habits cultivated from an early age and through opportunities to speak in class discussion, debates and perform in drama productions. This was seen, for example, in older pupils' earnest and very effective oral presentation of book reviews to their class, as well as by the youngest children explaining how a silent 't' worked in a word. Pupils' writing is well-considered and confident. This is a result of carefully planned and structured teaching which offers knowledgeable guidance, ongoing opportunities for practice, clear exemplification and consistently high expectations throughout the school. Pupils' handwriting skills are particularly well developed by the time they reach the final years of school, as demonstrated in their exercise books and in displays of work throughout the school.
- 3.8 Pupils exhibit high competence in numeracy and, crucially, in their increasing ability to apply their mathematical knowledge, skills and understanding as they progress through the school, as seen by the appropriate and accurate use of bar graphs in geography work. Pupils enthusiastically described how they made use of their mathematical learning to achieve success in an inter-school code-breaking challenge. In the EYFS, children showed evident enjoyment and excellent competence in an online mathematics challenge against children in another school and responded very rapidly with a good deal of success to simple subtraction games. Pupils' mathematical skills and understanding are enhanced through skilled teaching which focuses on building understanding of key concepts and places particular emphasis on the application of knowledge, skills and understanding to real-life problem-solving.
- 3.9 Pupils show competency at using word processing, simple spreadsheets, and basic coding. Pupils were observed making rapid progress in programming turtles to draw shapes. They are able to apply their ICT research skills well in some other areas of the curriculum, for example in science and humanities, where the outcomes from focused research were clearly visible on effective displays around the school. This is due to enthusiastic teaching of a well-planned and engaging programme of study, as well as leaders' and governors' provision of ready access to high quality ICT facilities. Pupils said computing is used in different areas of the curriculum, although scrutiny of work and displays revealed some areas offer more opportunities to apply and hence embed and strengthen ICT skills than others.

- 3.10 Pupils' study skills are very well developed. They are able to research with discernment and select apposite points with which to construct effective arguments. This was seen most pointedly in science work on volcanoes, where pupils highlighted the necessity for magma to be oxygenated in order to become lava, and also in discussions with pupils, who were readily able to describe the importance of learning problem-solving skills for themselves by selecting the appropriate information. Pupils demonstrate increasing competence in self-directed exploration of ideas and independent thinking skills as they progress through the school. They have excellent reasoning skills and are persistent in applying them, as seen in a mathematics lesson involving application of extending the skills of single-digit multiplication to multiplication by two and three-digit integers. Younger pupils demonstrated excellent inference and imagination during an English lesson involving the creation of stories for even younger learners. Pupils showed a very good understanding of making relevant links between subjects across the curriculum, pointing out, during discussions with inspectors, how they are able to use their mathematics skills to help them to succeed in science.
- 3.11 Pupils' achievements outside the classroom are good and are encouraged by a wide variety of talents and achievements being celebrated in assembly and in the regular newsletter. There are good opportunities, promoted by senior leaders and governors, for sport, drama and music in the clubs available at lunchtime and after school, and pupils make good use of these to develop relevant skills. Pupils achieve good success in a range of competitive events in the local area, in pursuits such as cross country, rugby, football, debating, art and code-breaking.
- 3.12 Pupils' attitudes to learning are excellent. They are co-operative, collaborative and reflective learners encouraged by sympathetic and attentive teaching which fosters mutual respect and a well-judged striving for excellence. Highly positive attitudes to learning were noted frequently by inspectors, who observed pupils to be eagerly engaged in nearly all lessons. Children in EYFS wrote very independently during a literacy lesson, sharing ideas but not relying on the teacher for input. Younger pupils showed initiative in being able to determine resources needed and to source these for themselves, independently. Pupils are attentive in lessons and, as a result, produce work of high quality consistently, both individually, and in collaboration with others. This was especially obvious during a music lesson, where highly co-operative and successful work on rhythm was observed. Teaching is very well planned, overwhelmingly positive and encouraging.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' self-knowledge is excellent. In discussions with inspectors, pupils were able to explain how to improve their own learning, revealing strong understanding that they had a large part to play in determining their own success. Pupils spoke with great confidence and a humble self-assuredness. The school assists pupils in this by providing carefully-planned opportunities for success. Pupils' outstanding self-esteem is developed through staff's highly effective use of praise and encouragement. The ethos of the school fosters self-esteem and self-discipline which is abundantly evident in pupils' understanding and expression of their emotions. This was demonstrated by junior pupils engaged in a writing task in English, where output displayed evidence of high emotional and empathetic maturity. In an English lesson for younger pupils, learners were observed confidently and independently using their word books to support their writing. A very large majority of pupils who responded to the questionnaire said that the school helps them to be confident and independent.

- 3.15 In discussions with inspectors, pupils were able to explain convincingly that they understood how important it was for them to make the right decisions in their work and in their relationships. They said they knew how to seek help and advice and explained that investing effort will result in better outcomes. This was especially noted by pupils as being key to their success in competitive senior school entrance examinations. Pupils develop strong decision-making skills through the work of the school council and the advocacy group; they were able to explain, clearly, to inspectors how they are empowered to discuss and to decide on initiatives through these forums. Younger pupils show an excellent understanding of the decisions they take, for example when discussing how they decided what to give up for Lent, when they were able to explain their reasoning very convincingly.
- 3.16 Pupils exhibit a highly developed sense of spirituality and appreciation of the non-material aspects of life. They stated that they have a clear faith that God is walking with them and helping them to make the right decisions in life. Pupils were able to explain, with great clarity, to inspectors, the importance of showing love and acceptance to others at all times and expressed their understanding that money cannot buy love and friendship. Pupils develop strongly in their spiritual understanding due to the ethos of the school, which places great emphasis on prayer, personal reflection, the liturgical seasons, the examples of the saints, and empathy with those less fortunate than themselves. This was especially evident in pupils' ability to explain, convincingly and articulately to inspectors, how they benefit from and appreciate the school's approach and focus on the importance of Christian teaching in their daily lives.
- 3.17 Pupils' behaviour is exemplary. They were observed by inspectors to be unfailingly polite in the most natural way. Pupils demonstrate a palpable ethos of respect for others throughout the school. Pupils' high moral understanding, sense of fair play and acceptance of responsibility for their own actions were apparent throughout the inspection visit, as observed in the excellent friendly relationships displayed both within lessons and during free time play, where pupils related easily and warmly to each other. Pupils have an excellent understanding of right and wrong and learn about how to say sorry and about what makes for social and anti-social behaviour, as evidenced lucidly during discussions with pupils during the inspection visit. Their sense of community underlies their sense of obligation to others. Staff and leadership exemplify excellent behaviour and respect, setting consistently high standards of expectations, with the result that pupils absorb these standards for themselves.
- 3.18 From the earliest ages, pupils form excellent and productive relationships with each other. They work and play together very effectively, and older pupils delight in supporting younger children. This was seen when older pupils worked with younger ones to support their reading. Pupils celebrate excellent work from others willingly and openly. They take great pleasure in helping others and working together to achieve success, as evidenced during a World Book Day challenge for older pupils. Demonstrating high social awareness, pupils eagerly support charitable causes, and show advanced understanding of the plight of those less fortunate. For example, pupils explained how refugees cannot always enjoy many possessions and often have to leave family members behind. The school is successful in meeting its aim to develop the pupil as a whole person in respecting others and being kind and tolerant to all.
- 3.19 Pupils' contributions to others in the school and wider community are strong. This is because the school fosters a genuine sense of responsibility for the wider community through charitable outreach and pupils are a tangible presence in the local church at major Christian festivals. Older pupils relish the opportunity to be of service to others by acting as prefects. Pupils are involved in active fundraising for local and overseas causes and were able to explain to inspectors why these initiatives were important. Older pupils have supported residents in a local care home, where they organised and ran a general knowledge quiz. The school encourages and supports pupils by providing opportunities, such as the thriving *Advocacy Group*, where pupils decide on and participate in projects where they work for others.

- 3.20 Although the school community is not notably diverse in itself, pupils evinced much appreciation of the study of other faiths and the opportunity to welcome speakers from a range of locally-represented faiths. Pupils show a natural affinity with their peers from other backgrounds and faiths, and relate with each other in a supportive manner that demonstrates their acceptance of and respect for cultural differences. Pupils understand the importance of tolerance, free speech, and equality, and the ability to express different views with respect. Leaders and governors encourage pupils' wholly positive attitudes through consistent application of the Christian principle of love for all. All pupils and most parents who responded to the questionnaire said that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.21 Pupils understand the need to stay healthy and safe. They are able to describe the composition of a healthy diet and appreciate the importance of and the effect of regular exercise on their physical and mental health. An overwhelming majority of pupils who responded to the questionnaire said that they know how to stay safe online. Inspectors found that pupils are able to explain, clearly, how to stay safe when online and what to do if they are concerned. Pupils who spoke to the inspectors were very clear in articulating the ways in which they learn to stay safe and described what they had learned about road and railway safety, 'stranger-danger', online safety and cyberbullying. Evidence in science books showed strong understanding about healthy eating. This results from a number of factors: guidance is reinforced throughout the school; leaders encourage a healthy lifestyle through the provision of opportunities for pupils to engage in physically, mentally and creatively stimulating activities and lunch supervisors monitor content and consumption of food at lunch time, encouraging pupils to eat well. Pupils show good awareness of mental wellbeing, describing how they discuss this in personal, social, health and economic education (PSHE). The school fully meets its aim to foster a caring environment where all pupils feel safe and happy.

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 the local governing board, 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. 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

Mr Kerry Lord	Reporting inspector
Mrs Serena Alexander	Accompanying reporting inspector
Mr James Mundell	Compliance team inspector (Head, IAPS school)
Mr Robert Gullifer	Team inspector (Head, IAPS school)