



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Notting Hill Prep School

November 2021

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School's Details

School	Notting Hill Preparatory School			
DfE number	207/6401			
Address	Notting Hill Preparatory School 95 Lancaster Hill Notting Hill London W11 1QQ			
Telephone number	020 7221 0727			
Email address	admin@nottinghillprep.com			
Headmistress	Mrs Sarah Knollys			
Co-Chairs of governors	Mr John Mackay and Mr John Morton Morris			
Age range	4 to 13			
Number of pupils on roll	398			
	EYFS	55	Prep	298
	Seniors	45		
Inspection dates	16 to 19 November 2021			

1. Background Information

About the school

- 1.1 Notting Hill Preparatory School is an independent co-educational day school located in the Notting Hill area of London. The school was founded in 2003. It comprises three sections in separate buildings: the pre-prep department, which includes the Early Years Foundation Stage (EYFS) and Years 1 and 2; the middle school for Years 3 to 5; and the upper school for Years 6 to 8. The school is a limited company managed by a board of governors with a joint chairmanship.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers. During this period of closure, the school provided remote learning materials for all pupils. From May, as government guidance permitted, some pupils returned to school.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.4 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.5 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home.
- 1.6 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.7 The school aims to combine academic challenge with the joy of childhood and for pupils to understand what it means to think and thus to thrive. It aims for school to be full of adventure, for pupils to rejoice in taking risks in their learning, to make mistakes without fear and to follow their passions, enabling them to become independent thinkers and problem solvers.

About the pupils

- 1.8 Pupils come from a range of backgrounds, mostly from families living within a five-mile radius of the school. The school's own assessment data indicate that the ability of the pupils is broadly average compared to those taking similar tests nationally. The school has identified 60 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, of whom 42 receive additional support. One pupil has an education, health and care (EHC) plan. English is an additional language for 90 pupils, 10 of whom receive additional support for their English. The curriculum is modified for the most able pupils in the school's population.

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 statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

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

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

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

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

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

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

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 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 in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 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 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

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

- 2.12 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.

2.13 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 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.

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

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

PART 8 – Quality of leadership in and management of schools

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

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

3. Educational Quality Inspection

Preface

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

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

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

Key findings

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

- Pupils demonstrate highly positive attitudes to learning and in extra-curricular activities.
- Pupils have excellent thinking skills and demonstrate high levels of independence.
- Pupils are highly articulate, have excellent communication skills and collaborate extremely well across all subjects and activities.
- Pupils enjoy challenge and are prepared to take risks in their learning without fear of failure.
- Pupils' written work across subjects is less well developed than their verbal communication.

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

- Pupils are polite, courteous, and highly supportive of each other across all age groups.
- Pupils are self-confident and show excellent levels of self-awareness and resilience.
- Pupils are inclusive of all and show a strong moral understanding and appreciation of cultural diversity.
- Pupils are very supportive of the community they live in and seek to contribute as much as they can to others.

Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider the following improvement:

- Increase the opportunities for pupils' written work across subjects.

The quality of the pupils' academic and other achievements

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

3.5 The overall achievement of the pupils is excellent ensuring that the school successfully fulfils its aims. Leaders and managers have established a highly positive culture where pupils enjoy the challenges set for them, seek to give of their best and thrive, ably supported by a highly committed teaching staff. The majority of pupils attain above average results in standardised tests in English and mathematics compared to those taking the same tests nationally. Most are successful in gaining places at the school of their choice, and many are awarded music, art, drama or all-round scholarships. Most children in the Early Years Foundation Stage (EYFS) meet the expected learning outcomes and many exceed these by the end of the Reception year. Pupils make consistently good progress from their individual starting

points, confirmed in the observation of lessons, the scrutiny of pupils' work and in discussions. Staff know pupils' strengths and weaknesses and regular detailed analysis of internal assessments provides the necessary information for teachers to plan for effective learning. Carefully planned in-class support from teaching assistants and teaching, matched to individual pupils' needs, ensures that pupils with SEND or EAL make consistently good progress in relation to their difficulties or starting points. The impact of highly qualified and experienced SEN staff ensures pupils often outperform expectations and thrive in their learning environment. More able pupils succeed in achieving the additional challenges set for them, such as in topic work in the lower years and in extended research and extended essays for older pupils.

- 3.6 Across all age groups pupils demonstrate highly positive attitudes to learning, underpinned by the unstinting support within a caring and nurturing environment. For example, EYFS children settled quickly and joined in enthusiastically to learn new sounds and words in their phonics lesson. Well planned, imaginative teaching ensured focused children moved seamlessly to form the newly learnt sounds and letters into words on their magic boards. In a Year 2 art lesson, pupils explored pictures of African masks to create an abstract portrait inspired by the masks and the artist Paul Klee. Lively, fast paced teaching ensures pupils focus and are eager to learn. Year 8 pupils worked extremely well together, supporting each other in their revision for mock examinations. A small minority of pupils who responded to the questionnaire disagreed that lessons were not always interesting. Interviews with pupils and lesson observations during the inspection did not corroborate this view. Pupils were highly complimentary about the challenges set in lessons. They confirmed that the many opportunities to discuss their work motivated them to become confident learners.
- 3.7 Pupils' knowledge, skills and understanding are extremely well developed across all subjects. For example, EYFS children cut shapes from coloured paper and explained this was to learn about light and dark. Other pupils made collages with the silhouette of a WW1 soldier to understand the significance of the Remembrance Day Service. In a religious studies (RS) lesson, Year 5 pupils deepened their understanding of the importance of Hanukkah to the Jewish Community. Year 7 mathematicians applied a clear understanding of percentages and fractions to a range of complex practical problems and SEND pupils developed their mathematical understanding of number bonds effectively. Pupils show considerable creativity in music, through expressing their understanding of rhythm and singing in tune with the beat, and in art pupils explained key words such as an abstract painting and applied their knowledge of shape to begin to draw their own masks. In English pupils read widely and understand different genres of story, helping them understand others and their own place in the world. Pupils participate enthusiastically in an extensive range of sports in physical education (PE) developing skills and learning to be team players. Through the 'thinking school' philosophy and positive habits that are actively taught, pupils effectively develop their knowledge, skills and understanding from the moment they arrive in the school.
- 3.8 Pupils' communication skills and application to other areas of learning are excellent. They are confident and articulate communicators. For example, in Year 1 science, pupils identified whether their snack boxes were transparent, translucent or opaque and in a drama warm-up Year 5 pupils explained the word neutral in the context of exploring empathy and sympathy. Year 7 mathematicians demonstrated an excellent ability to explain percentages and fractions and discussed different methods before deciding on the best one to apply effectively to solve a variety of complex problems. Pupils understand that mistakes can be turned into a learning opportunity. In Year 4 mathematics, pupils were very adept at matching equivalent fractions and decimals but slower to order the decimals, they discussed as a group. However, learning from their mistakes and working collaboratively they showed excellent application and made considerable progress in their understanding. Pupils demonstrate excellent consideration for others, listening attentively to other points of view, often with the teacher stepping back and allowing them to freely discuss. Older pupils collaborate constructively with their peers, as observed in morning tutorials on topical issues such as how we can bring about a fairer world for all. Pupils in Year 8 expressed their understanding of how stories fit into different genres and in history pupils clearly explained the domino effect of events which led to WW1. Older

pupils develop their ability to reason well and explain their point of view by regularly taking part in 'fishbowl' debates and younger pupils enjoy regular role play and circle times. Younger pupils focus on the 'word of the week', relevant to their learning and extend their verbal communication skills. In music, pupils explained clearly tempo, beat, staccato and rhythm and took turns to lead different cultural songs. Pupils read widely across all age groups and discuss, analyse and make connections. Evidence from the scrutiny of work shows that pupils develop their writing skills in English lessons, but these are less well developed across all subjects than their verbal communication skills.

- 3.9 Pupils of all ages and abilities achieve high levels of attainment in numeracy which they apply effectively across all subjects. Pupils in Year 2 were able to order two-digit numbers and explained their reasoning. Year 5 pupils simplified fractions and explained their workings to the class. Pupils applied their knowledge of mathematics in science, geography and design and technology (DT) lessons. In chemistry, they measured the speed of gas. In geography, pupils drew rainfall graphs, and in DT, pupils made careful scale drawings. In an English lesson, while writing a cookery book, pupils scaled up and calculated accurately different amounts for bread recipes. More able Year 5 pupils discussed how subject to change the three averages mean, mode and median are. Year 8 pupils applied their strong knowledge of probability to a strategy game involving shares, adapting their strategy if unsuccessful. Lower attaining year 5 pupils were successful in finding the lowest common denominator, explaining their thinking and methodology. Pupils told the inspectors that they enjoy mathematics lessons because teachers help them to think for themselves.
- 3.10 Pupils demonstrate high levels of computer and digital literacy skills. They use technology confidently to research and use portable electronic devices with ease. Younger pupils applied their coding skills accurately to make simple games, while older pupils use publishing programmes, art packages and other software for independent research. In a chemistry lesson, older pupils recorded key data relating to chemical elements and made calculations using these. In a digital literacy lesson, Year 6 pupils used their mathematical reasoning skills and understanding of ratio to develop stronger computer passwords. In a geography lesson, older pupils researched and calculated the fairest allocation of a Fairtrade grant amongst a group of villages. Pupils' competence in information and communication technology (ICT) is further developed through coding and games clubs. Well-presented displays in classrooms and in corridors demonstrated pupils' skills in ICT in their individual profile pages.
- 3.11 Pupils achieve good levels of success in a range of regional and national competitions including for music as choir finalists, in sporting competitions, in chess locally and nationally and in the Young Artists Exhibition at the Royal Academy of Art. They regularly take part in musical ensembles and orchestras, sing in school choirs, play in small instrumental groups and entertain guests in the festive highlight which is the annual senior citizens Christmas party developing their confidence and enjoyment of music through participating. Pupils enter for the junior, primary maths and science challenges with some success. Sports achievements are notable with representative teams taking part in football, swimming and netball. Pupils play a significant role in leading assemblies and celebrate each other's efforts and success. Many pupils participate and are successful in developing their speaking skills further in the autumn poetry and public speaking competitions and in the Year 3 and Year 6 musical theatre productions. Pupils take part in an extensive range of activities and clubs which provides opportunities to try something new, such as beekeeping which has become a passion for many, including staff and pupils.
- 3.12 Pupils apply highly effective study skills to all areas of their learning. For example, younger pupils applied their ICT skills well to create a fact file for Egyptian deities and linked this with book research to expand their knowledge. Pupils carefully researched static electricity and described their findings to create a frame worthy poster, with the more able using elaborate terminology to demonstrate their deeper understanding. In an English lesson, younger pupils were entirely focused in researching a famous refugee to write a short biography to share with the class in celebration of overcoming difficulties. In history, geography, RS and faith, and philosophy and ethics (FPE) pupils regularly research and challenge each other through fact finding competitions and then share as a class to

ensure the accuracy of the facts. Older pupils of all abilities demonstrate a strong ability to plan, hypothesize and undertake careful testing and analyse results, as observed in science lessons. In English older pupils discussed stereotyping from their reading and research on gender issues and deepened their understanding of prejudice and to think carefully about their views.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils develop high levels of self-knowledge, perseverance and resilience because they are extremely well supported within the nurturing ethos of the school. Leaders and managers work tirelessly to ensure that school days are extremely well organised, are full of adventure and that lesson planning builds on prior learning so that pupils' gain confidence in achieving, become more resilient and are eager to persevere. For example, EYFS children freely enjoy their sounds and letters lessons and self-initiated play and happily join in with activities, helping each other and learning to share. In a drama lesson, older pupils reflected on their designed drama sketches, gave peer feedback through watching a video of their work and commented on how they could improve in their presentations. In discussion, Year 6 pupils gave the example of sports fixtures where they were losing but continued to support each other to do their best and Year 8 pupils said they persevered in preparing for mock examinations by revising together. In a Year 2 PSHE lesson, pupils explored similarities and differences in circle time and year 6 pupils created sketches in drama to show the meaning of 'bystander'. Leaders and managers have successfully created a culture where pupils are prepared to learn from being challenged. They see mistakes as learning opportunities and take responsibility for their own learning, underpinned by the highly supportive teaching staff and senior leadership team.
- 3.15 Pupils decision-making skills are highly developed. They confirmed and demonstrated that they have learnt the 'thinking habits' and are able to carefully consider when making a decision. They acknowledged that bad decisions can affect not only themselves but others around them, reflecting their increasingly considerate approach to their peers. In tutorial time they discuss moral issues, such as right and wrong, behaviour and school rules, helping them to develop a clear moral code. Older pupils felt that special days such as *Are you sure?*, a series of scenarios set up by teachers, develop their problem-solving skills extremely well. For example, what proportions of different fruits do we require to make a healthy smoothie and how are we going to get out of the maze? Pupils understand that the decisions and choices they make have consequences. For example, they commented that voting for their chosen representative for school council or house captains is part of their democratic responsibility and is preparing them for when they are older. In Year 2 chess club, pupils enthusiastically challenged each other, thinking carefully about their moves and giving this their full attention. From lessons and teachers' supportive nurturing, they understand that actively deciding to be positive and striving to be the best they can be, are positive decisions that help everyone in school.
- 3.16 Pupils have a growing appreciation of the non-material aspects of life, through their mindfulness sessions when they stop, reflect and learn to appreciate and be grateful for what they have. They demonstrate well-developed aesthetic and cultural awareness through the rich and varied curriculum they enjoy through encountering art and artists, in music and song, in the stories they read of the lives of others and in being together as a school community. Their appreciation of the non-material is apparent in their attitudes to each other and in their demeanour. They reflect with a maturity beyond their age on the spiritual dimensions of what it means to be human and on what they have as individuals. They realise that not everyone has the same opportunities that they do. In response to this, they act in raising money for charities to help others in their local community, providing food baskets at Christmas time and at harvest festival time through the local foodbank scheme. Through their RS and FPE lessons they deepen their understanding of world religions. In an RS lesson for example, Year 5 pupils deepened their understanding of the significance of candles for the Hanukkah celebration to Jewish people, understanding that certain artefacts are sacred to those of a specific faith. Facilitated by leaders, older pupils lead in assemblies and celebrate the success and efforts of

their peers in house competitions, in efforts made to achieve in academic work or in taking part in a musical assembly for parents and visitors. Pupils *celebrate Black Lives Matter in Black History month* where they share the life of a famous black person and how they overcame difficulties to achieve their dream.

- 3.17 Pupils show a mature level of moral understanding and responsibility for their behaviour. In discussion with inspectors, pupils said that if there is bad behaviour which is rare, pupils are given time to reflect and to decide when they are ready to talk. All pupils in the discussion agreed that this was positive and fair. Pupils develop a strong sense of right and wrong, and increasing understanding of the complexity of making decisions when there is no easy answer, through discussions and debates on topics such as freedom and responsibility, a fairer world for all, and on environmental issues to help reduce waste. They have an increasing awareness of the importance of the democratic process through voting in school and giving responsibility to others on their behalf. They discuss issues surrounding the system of rules and laws and know the importance of ensuring fairness and effective representation. They are involved in the creation of school rules through their democratically voted school council. This ensures that they have a sense of ownership of the rules and encourage each other to abide by them which enhances school life. Pupils understand that rules involve responsibilities and that they are there to keep everyone safe.
- 3.18 Pupils' social development and collaborative skills are excellent. They are highly positive in their attitudes towards others. They are polite, courteous and demonstrate that the core values of the school are embedded in the way they strive to live their lives. For example, in a year 8 English lesson, in their reading, pupils analysed examples of stereotyping across cultures which made them think more deeply about their attitudes towards others. The respect and care that they show, their social awareness and excellent demeanour towards each other, ensures a harmonious and convivial atmosphere throughout the school. In the younger years, pupils enjoy circle time and learning games and activities organised for them, taking turns effortlessly. Older pupils are equally collaborative in ensuring each person has the opportunity to play their part, or share their view or take the leading role. New pupils to the school talked of a friendly welcoming school where it is easy to settle in and to be part of the class or group. In a drama lesson, older pupils encouraged each other as they created sketches and in sport, pupils playing badminton, changed partners regularly and collaborated extremely well to help each other improve their techniques. Pupils are well prepared for the next stage of their education.
- 3.19 Pupils make an excellent contribution to the lives of their immediate and wider community. Pupils benefit enormously from the many opportunities provided for leadership and service such as their school council, house and team captains and in the younger years of being kindness monitors and playground buddies. Older pupils set a very high example in their approach to other pupils and adults. They show excellent qualities of leadership in promoting the ethos of the school. Those with responsibilities take a leading role in encouraging pupils to be less wasteful, and for instance to grow their Christmas trees from seed. Pupils regularly organise fundraising for charities or take part in charity musical events in the local community for organisations such as Support for Grenfell or Diabetes UK. They volunteer to be form captains, taking on the leadership role for their class and during Project Everyone Week, pupils work in small groups to respond to each of the sustainable development goals they have agreed for their school. The school council successfully represents the whole school in putting forward new ideas and recently have developed the school recycling system more productively. Pupils raise funds in dressing up days, bring in food for the Harvest festival foodbank collection and take part in local events such as carol singing at Christmas.
- 3.20 Pupils demonstrate sincere respect for everyone in the school regardless of their background. During the inspection, pupils were observed positively working in groups, helping each other in their work and chatting to each other amiably at break and lunch times. Senior leaders and teachers actively promote inclusivity in their attitudes and in their positive relationships with everyone which pupils absorb and adopt. Pupils learn about different cultures, traditions and religions from invited speakers

and through the well-planned PSHE, RS, FPE and relationship curriculum. For example, a recent innovation is the annual celebration of Black History which takes place during Black History Month, received with much enthusiasm by pupils. Younger pupils learn about different faiths and religions, such as the Christian creation story and in Buddhism about the Buddha, developing a deeper understanding of others. They celebrate special days with invited speakers or go out to visit different places of worship. Older pupils consider a wide range of belief systems in their well-planned world history and FPE lessons. Pupils who study Greek and Latin learn about ancient cultures and all pupils celebrate international language days and internationally themed food days. Pupils have an excellent understanding of Black Lives Matter, well promoted throughout the school. All parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of others.

- 3.21 Pupils are confident that they know how to stay safe and be healthy. They are highly aware of the need to keep safe online and know exactly what to do if they feel concerned. This is because of the effective e-safety teaching that is part of the digital learning programme. In a PSHE lesson on anti-bullying, Year 4 pupils competently discussed 'repetitive, intentional, harmful behaviour,' showing their clear understanding of the effects of bullying. Pupils study food chains in science and explained a healthy diet means a healthy body and that regular exercise supports a healthy mind and body. Younger pupils know that vegetables and fruits make a healthy snack and running around in break times helps to keep you fit. Older pupils talked of a balanced lifestyle with time for work and time for relaxation which ensures that you are prepared to learn more effectively. All pupils who responded to the questionnaire agreed that the school is a safe place and that they understand how to keep safe when online. Almost all parents who responded to the questionnaire agreed that the school encourages pupils to adopt a healthy lifestyle.

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 a group of governors, 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 Flora Bean	Reporting inspector
Mrs Heather Beeby	Compliance team inspector (Headmistress, IAPS school)
Mr Richard Walker	Team inspector (Head of department, IAPS school)
Mr Neil Walker	Team inspector (Headmaster, GSA school)