



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Birkdale Preparatory School**

**May 2023**

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## School's Details

|                                  |  |    |                 |
|----------------------------------|--|----|-----------------|
| <b>School</b>                    | Birkdale Preparatory School  |    |                 |
| <b>DfE number</b>                | 373/6005   |    |                 |
| <b>Registered charity number</b> | 1018973  |    |                 |
| <b>Address</b>                   | Birkdale Preparatory School<br>Clarke House<br>Clarke Drive<br>Sheffield<br>South Yorkshire<br>S10 2NS |    |                 |
| <b>Telephone number</b>          | 0114 267 0407  |    |                 |
| <b>Email address</b>             | prepschool@birkdalschool.org.uk  |    |                 |
| <b>Headteacher</b>               | Mr Chris Burch   |    |                 |
| <b>Chair of governors</b>        | Mr Paul Houghton   |    |                 |
| <b>Proprietor</b>                | Birkdale School  |    |                 |
| <b>Age range</b>                 | 4 to 11  |    |                 |
| <b>Number of pupils on roll</b>  | 229  |    |                 |
|                                  | <b>Pre-prep</b>  | 89 | <b>Prep</b> 140 |
| <b>Inspection dates</b>          | 10 to 12 May 2023  |    |                 |

## 1. Background Information

### About the school

- 1.1 Birkdale Preparatory School is an independent day school founded in 1904 and located close to the centre of Sheffield. It is a charitable trust administered by a single governing body which also has oversight of the associated senior school, which was inspected concurrently. The school comprises two sections: the pre-prep for pupils aged four to seven years and the prep for those aged seven to eleven years.
- 1.2 Originally registered as a single sex school for male pupils, the school began to admit female pupils in 2020, a process which it expects to complete in September 2023.

### What the school seeks to do

- 1.3 The school aims to provide a strong academic education to enable every pupil to achieve their full potential. It seeks to provide its pupils with skills and Christian values so as to live successful, fruitful and fulfilling lives.

### About the pupils

- 1.4 Most pupils come from professional or business families, living in the vicinity of the school. Nationally standardised data provided by the school indicate that the ability of the pupils is average when compared to those taking the same tests nationally. The school has identified 49 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, of whom 25 receive additional specialist help. No pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 39 pupils, who receive support from their classroom teachers. Data used by the school have identified 24 pupils as being the more able in the school's population, and the curriculum is modified for them.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

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

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

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

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

## Key findings

- 2.1 The school 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'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. The school has consulted parents and published a written statement of its policy which is available on the school website. However, the policy does not pay due regard to the relevant statutory guidance because the curriculum does not include all the required content, specifically that relating to marriage and different kinds of relationships. The school's stated arrangements for the monitoring of teaching and assessment of pupil outcomes in relationships education are not implemented in practice.
- 2.5 The standard relating to the quality of education in paragraph 2 is met, but that in paragraph 2A [relationships and sex education] is not met.**

#### Action point 1

**The school must ensure that its relationships education curriculum has due regard to statutory guidance by providing the opportunity for pupils to learn all the required aspects by the end of primary school [paragraph 2A(1)(d)].**

#### Action point 2

**The school must ensure that its arrangements to assess pupil outcomes and teaching in relationships education are implemented effectively [paragraph 2A(1)(d)].**

### 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; 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 school has drawn up a written behaviour policy that sets out the sanctions to be adopted in the event of pupils' misbehaviour. A record is kept of the sanctions imposed upon pupils for serious misbehaviour. The school rejects the use of corporal punishment. However, a minority of pupils stated

in the pre-inspection questionnaire that they did not feel that the school treats pupils fairly, and a small minority said that poor behaviour is not addressed effectively.

- 2.10 Inspection evidence confirmed that the behaviour policy is not implemented effectively in the prep department and that, whilst good behaviour is promoted throughout the school, it is not always done so effectively. Pupils in the prep department who spoke to inspectors said that they felt sanctions are often issued unfairly or inconsistently. This view was confirmed by inspection evidence. Some pupils told inspectors that they did not feel able to share their concerns about the inconsistent implementation of the behaviour policy.
- 2.11 **The standards relating to welfare, health and safety in paragraphs 7 and 10-16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but that in paragraph 9 [behaviour] is not met.**

### Action point 3

**The school must ensure that its behaviour policy is implemented effectively and that pupils feel confident to report concerns over the implementation with adults in the school [paragraph 9(b)].**

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.13 **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

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

### PART 6 – Provision of information

- 2.16 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.
- 2.17 **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 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.

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

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

2.20 The proprietor has not ensured that the leadership and management demonstrate good skills and knowledge, in particular with regard to the provision of relationships education and the implementation of the behaviour policy. They have not fulfilled their responsibilities effectively so that the other standards are consistently met, and they actively promote the wellbeing of the pupils.

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

### **Action point 4**

**The school must ensure that those with leadership and management responsibilities demonstrate the skills and knowledge appropriate to their roles. It must ensure that that they fulfil their responsibilities effectively so that the independent school standards are met and the wellbeing of the pupils is actively promoted [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.

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. 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> |
|--------------------|---------------------------------|
| PP1                | Reception                       |
| PP2                | Year 1                          |
| PP3                | Year 2                          |
| P1                 | Year 3                          |
| P2                 | Year 4                          |
| P3                 | Year 5                          |
| P4                 | Year 6                          |

#### Key findings

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

- Pupils make excellent progress as they move through the school.
- Pupils have excellent levels of knowledge, skills and understanding in all areas of learning.
- Pupils demonstrate excellent attitudes to their work.
- Pupils are highly effective communicators; they are extremely articulate speakers and writers.

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

- Pupils demonstrate excellent levels of confidence, self-understanding and resilience.
- Pupils are unhesitatingly accepting of others and their differences.
- Pupils demonstrate mature levels of social awareness.
- Pupils are highly aware of the importance and means of staying safe and healthy.

#### Recommendations

3.3 The school is advised to make the following improvements.

- Enable pupils to fully develop their information communication technology (ICT) skills through opportunities to use them to record and present their work across the curriculum.

- Ensure pupils have a secure understanding of the school rules and are able to make wise decisions about their behaviour.

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

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils of all ages and abilities make excellent progress during their time in the school in response to well-structured lessons and high expectations. Children in the EYFS make good progress, with many working at tasks designed for older pupils at the end of Reception. Pupils' progress continues apace as they move through the pre-prep and prep departments, where termly tracking of attainment and the effective use of data to inform planning ensure weaknesses are swiftly identified and addressed. Pupils with SEND or EAL make equal progress to their peers, whilst those who are more able attain at high levels. This is facilitated by the provision of different work for pupils of different abilities and the expert input from the SEND department and support staff. Pupils respond extremely positively to the 'in situ' feedback provided by their teachers, which enables them to make progress within lessons. This has been facilitated through targeted training for staff and the strong promotion of effective teaching techniques by academic leaders, thus fulfilling the school's aim to provide outstanding individualised teaching.
- 3.6 From the earliest age, pupils develop excellent skills, knowledge and understanding in all curriculum areas. They benefit from support and challenge in class, and specialist teaching which increases in scope as they move through the school. A small minority of pupils answering the questionnaire felt that their lessons weren't interesting, although most said that their teachers know their subjects well. Lessons observed were characterised by well-paced teaching, and excellent subject knowledge. Children in Reception talked knowledgeably about worms after exploring their habits outside and absorbing a considerable amount of information from a scientifically-focused video clip. Older pupils attain well in scientific areas and demonstrate advanced levels of understanding in the humanities. Examples seen included excellent knowledge about matters as diverse as plants, Victorian theatre and the physical features of the USA. Pupils' highly creative and skilful artwork in a variety of media is on display throughout the school. Performances in music and drama are of the highest quality, including performances of Shakespeare's work and classroom compositions. Pupils' physical skills are extremely well developed in lessons where specialist staff ensure they are able to explain the theory behind their work as well as putting it into practice.
- 3.7 Pupils are highly focused, enthused and ready to work collaboratively or independently, and this is reflected in the volume and presentation of their work. From the youngest age, children select and engage in self-selected activities with mature levels of independence. Children in Reception were observed working collaboratively for sustained periods of time, solving problems and negotiating the use of shared resources without adult intervention. Pupils continue to respond to well-established routines and high expectations as they move through the school, developing extremely positive attitudes to learning and a thirst for knowledge. Pupils told inspectors that they enjoy tackling new challenges as well as working on manageable tasks. They work productively on independent tasks and have highly developed skills of collaboration. This was exemplified in a Year 6 mathematics lesson when pupils implemented the class strategy of consulting their peers before asking their teacher for help. The vast majority of parents who responded to the questionnaire said that the school equips their child with the team working, collaborative and research skills they need in later life. Inspection evidence support this view, confirming pupils' positive attitudes throughout school life.
- 3.8 Pupils develop excellent communication skills through carefully planned, engaging lessons and a range of opportunities to extend their abilities outside the classroom. Attentive when listening to their teachers and peers, they speak with clarity and eloquence in lessons, where open questioning, debate and discussion are encouraged on a daily basis. Pupils combine their mature understanding of language with their speaking abilities in drama lessons and Shakespearean performances, including of

*Julius Caesar*. Pupils develop an enthusiasm for reading which is fostered through access to well-stocked libraries and dedicated lessons throughout the school. They use these skills to much effect throughout the curriculum and achieve high levels of success in national reading quizzes. Children in the EYFS and pre-prep pupils acquire a secure and confident understanding of early reading and writing skills. These are put to use in other subjects from an early age, such as in Year 1 pupils' writing about differences between new and old bathrooms. Older pupils often demonstrate a maturity beyond their years, writing confidently in wide variety of genres and literary styles. Pupils with SEND and EAL take a pride in their successful creative efforts, this being strongly promoted by the school alongside formal writing structures and grammar.

- 3.9 Pupils develop excellent levels of numeracy, demonstrating confidence and enjoyment of these lessons from the youngest age. Children in Reception counted and arranged objects accurately and confidently up to 20 and beyond, enjoying the activity's connection to their topic on worms. Pupils in Year 1 show a thorough understanding of shapes and simple addition, benefiting from the provision of wide-ranging and engaging practical activities. More able pupils complete problem-solving challenges from this young age, progressing to complex investigations into aspects such as fractions, percentages and angles in the older year groups. Pupils of all abilities achieve at high levels compared to age-related expectations by the time they leave the school, and many take a justified pride in their successes in national mathematics competitions. They demonstrate a palpable satisfaction in their achievements, rising readily to the challenging tasks set and benefiting from the school's provision of different teaching groups to suit their individual needs. Pupils' numeracy skills are successfully employed across other curriculum areas, where they apply them with confidence to unfamiliar situations. This was seen in the use of graphs when investigating changes in population in history and measuring skills when constructing model theatres.
- 3.10 Pupils develop advanced coding skills, working at often high levels in this area due to teaching which effectively models and communicates the methods they need to use in their work. Their skills develop rapidly so that older pupils competently create complex animations and designs. Pupils make confident use of online platforms to learn and to communicate with their teachers and each other, benefiting from the governors' provision of electronic devices. Children in Reception acquire an early familiarity with technology through activities which support their learning in other areas, such as the learning of letters and sounds. Older pupils put their good ICT skills to use in a number of subject areas for research purposes on topics such as different states of America. Pupils in Year 5 collaborated effectively to present their findings on Einstein in electronic form. Pupils use their word processing skills effectively to produce typewritten versions of their writing. Those with 'techie' responsibilities confidently prepare and control presentations in assembly. However, pupils' ICT skills are not fully developed because opportunities to use them to present and record their work across the curriculum are currently limited in range and number.
- 3.11 Pupils show excellent study skills and readily challenge their own thinking due to teaching which encourages them to think independently and logically from an early age. This was seen when pre-prep pupils hypothesised about the next stages in the life cycle of a plant, whilst older pupils use their skills to devise their own investigations and predict the results. Pupils analyse their own work effectively, identifying points for improvement. This was evident in a physical education lesson, when Year 4 pupils assessed their performance, suggested improvements and put them into action. They respond with much confidence and independence to problem-solving activities in mathematics lessons. Pupils in a Year 6 drama lessons combined their understanding of emotions with consideration of Shakespeare's *Romeo and Juliet* when analysing Romeo's feelings. Pupils' synthesising skills are highly developed through wide-ranging opportunities to undertake research, present their findings and pose their own questions based on what they have learnt. In this, they benefit from their teachers' judicious selection of resources which ensures that pupils of all abilities are able to investigate source materials effectively.

- 3.12 Pupils are highly motivated to achieve outside as well as inside the classroom, demonstrating a keen competitive sense. Pupils participate with enthusiasm and success in an eclectic range of activities in fulfilment of the school's aim to enable them to pursue a wide range of interests. They take an evident but modest pride in their excellent achievements in city-wide academic and art competitions and in sporting events in school and the wider community. This balanced response is fostered through the school recognising their achievements whilst enabling large numbers to take part in the early stages of competitive events and in sports fixtures. Individual pupils have achieved exceptional levels of success in their musical endeavours. Many gain music and drama examination awards, and pupils throughout the school perform with great skill and confidence in concerts and drama performances. The quizzing teams have been particularly successful in the national arena and several pupils have been awarded scholarships to Birkdale senior school.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils enjoy being part of a diverse community. They demonstrate a considered and mature appreciation and understanding of the similarities and differences between people in their school and the wider world. In this respect, they are strongly supported by the active promotion of the school's values and ethos, particularly with regard to respecting others. Pupils are open-minded, tolerant and respectful in their interactions and take a keen interest in finding out about the cultures and faiths of others. Pupils told inspectors about their enjoyment of the new religious education curriculum, in which they learn more about other faiths. They took a particular pleasure and pride in being able to report that there are representatives of each faith studied in the school population and about how they have learnt from each other. Pupils' acceptance of the differing abilities of others and individual challenges is unspoken but nonetheless evident in their conversations, when such matters are discussed openly and a respectful patience towards others is demonstrated.
- 3.15 From the very youngest age, pupils develop excellent social skills, as seen in their confident and supportive interactions with each other. Pupils were highly successful in achieving common goals in activities ranging from the identification of body parts in Spanish to the design of products in design technology. Younger pupils demonstrated a sensitive awareness of the needs of others when considering what they would ask God for, including choosing, 'everyone to be happy every day'. Older pupils described the school's supportive environment with much warmth, talking about how they have been welcomed on arrival and their own support for newcomers as 'shepherds'. Pupils' collaborative achievements outside the classroom are considerable, including art projects, teamwork in quizzes and sport, drama productions and mixed year group house competitions. Pupils embrace wholeheartedly the school's encouragement to support and celebrate the achievements of others; they know they are part of a community and therefore work as such. The overwhelming majority of parents who responded to the questionnaire agreed that the school helps their child to develop strong teamwork and social skills, a view which was strongly supported by inspection evidence.
- 3.16 Pupils are keen to help others in school and further afield, taking an early pride in their classroom roles in the pre-prep. Older pupils engage enthusiastically in a range of meaningful positions of responsibility including form captains, head of school and prefects. Each role comes with significant responsibilities to help with the smooth running of the school, and pupils take these very seriously. Pupils told inspectors about organising house points, helping others to find books in the library and setting up computer presentations for assembly. Pupils have a strong sense of duty, and readily play their part in charity and community work both locally and nationally. They appreciate the importance of helping others and engage fully in fundraising activities and opportunities to engage with the local community. A small minority of pupils' questionnaire responses indicated that they didn't feel that the school listens to what they have to say about school, a view that was also expressed in pupil interviews. Pupils of different ages work together on a school council, where they discuss matters of

interest to the whole school. However, their impact on the life of the school is not yet significant in practical terms.

- 3.17 Pupils acquire a mature sense of self and an understanding of the importance of persevering in their academic and personal lives. Pupils engaged confidently with inspectors in discussion about their work. Those with SEND and EAL demonstrated a particularly perceptive understanding of the challenges they face, alongside a pride in their achievements and an appreciation of the support they receive. Pupils develop a strong understanding of how to improve their work through the targeted feedback they receive from their teachers and regular opportunities to assess their own work and that of their peers. Pupils of all ages develop their confidence through the challenges presented in outdoor learning activities and residential trips within the 'Beyond four walls' programme. Pupils talked with enthusiasm and insight about their plans for the future, including their senior schools and longer-term aspirations. Almost all parents who responded to the questionnaire agreed that their child is well prepared for life in senior school. Inspectors concurred with this view, finding that pupils are well prepared for the next stages of their lives, in fulfilment of the school's aim to equip pupils with the skills and values needed for a successful and fulfilling life.
- 3.18 Pupils make sensible, informed decisions, understanding that these can affect their future lives. Pupils of all ages make sensible choices of activities to enhance their learning across the curriculum. Children in Reception sensibly and thoughtfully selected which activities to engage in, which resources to use and how to use them. Pupils in the pre-prep department select from a range of options presented in class to support or extend their learning. Older pupils make informed decisions about matters such as the best mathematical method to use to solve a problem, how to enable a farm to survive and the level of detail to use in artistic designs. Pupils readily accept the responsibility of selecting form captains and choosing which clubs and activities to take part in. They are aware of the importance of decisions about their senior schools and scholarship entries. Pupils talked with mature understanding about the difficulty of making 'life or death' decisions in extreme circumstances, such as when choosing whether to prioritise food or shelter. Pupils' understanding of the dangers of the wider world enables them to make sensible decisions about how they interact with others online. However, some pupils do not consistently make good decisions about their behaviour in school due to a lack of clarity about the school's expectations and its responses when they are not met.
- 3.19 Pupils demonstrate excellent spiritual understanding, contributed to by the strong promotion of the school's Christian ethos and values by school leaders and governors. Pupils spoke earnestly of the importance of friends, family, happiness and the natural world in their lives and of the reinforcement of values such as kindness and respect in assemblies. They respond positively to opportunities to take part in activities such as the Christian Union and 'intellectual curiosity' club, and to times of reflection in assemblies, doing so with respect and maturity. Pupils' compositions and responses to recordings and performances in lessons and assemblies illustrate their well-developed appreciation of music. They speak with much admiration about the artwork on display, their sense of awe and wonder having been fostered through the school's display and praise of their efforts.
- 3.20 Pupils demonstrate a good understanding of right and wrong through the communication of moral values in assemblies and day-to-day school life. They appreciate the difference between rules and laws and most readily accept responsibility for their own behaviour and a willingness to make reparations when necessary. A vast majority of pupils agreed in the questionnaire that the school expects them to behave well. However, a minority did not agree that pupils are kind and respectful towards each other. Pupils in the pre-prep department spoke confidently about their understanding of expectations and sanctions. Older pupils who spoke to inspectors were highly aware of the importance of adherence to rules and behavioural expectations, eloquently expressing their concerns about the inconsistent issuing of sanctions and its impact on pupil behaviour in school. At the time of last full inspection, it was recommended that the school ensure effective oversight of behavioural concerns and implement a consistent approach to the giving of sanctions and rewards. Inspectors found that this recommendation has not been implemented effectively within the prep department and that the

school's expectations of pupils' behaviour are not communicated with sufficient clarity to enable older pupils to consistently make wise decisions about their behaviour.

- 3.21 Pupils have an excellent understanding of how to stay safe, including online. They understand the importance of regular exercise and a healthy diet as well as maintaining good mental health. Younger pupils acquire an understanding of how to keep healthy through informed choices of food and regular exercise. They begin to make healthy choices at lunch time from an early age, initially with the support of their parents, and later more independently. Older pupils discussed in detail the importance of exercising caution when interacting with others on the internet. They demonstrated a mature appreciation of the importance of mental health, discussing the circumstances of the mother in *Goodnight Mr Tom* and their impact. Pupils explained to inspectors the importance of eating well, taking exercise and having fun as well as learning in maintaining a balanced lifestyle. A small minority of pupils who completed the questionnaires disagreed that the school encourages them to be healthy. Discussion with pupils revealed the broadly held view that healthy food is readily available at lunchtime.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with 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. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

|                    |  |
|--------------------|--|
| Mrs Karen Williams | Reporting inspector                                    |
| Mr Jack Williams   | Compliance team inspector (Assistant head, HMC school) |
| Mrs Laura Turner   | Team inspector (Head of prep school, IAPS school)      |