



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Wetherby School**

**November 2021**

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### School's Details

<b>School</b>	Wetherby School			
<b>DfE number</b>	207/6189			
<b>Address</b>	Wetherby School 11 Pembridge Square London W2 4ED			
<b>Telephone number</b>	0207 7279581			
<b>Email address</b>	learn@wetherbyschool.co.uk			
<b>Headmaster</b>	Mr Mark Snell			
<b>Chair of governors</b>	Sir John Ritblat			
<b>Age range</b>	2 ½ to 8			
<b>Number of pupils on roll</b>	355			
	<b>Boys</b>	355	<b>Girls</b>	0
	<b>Little Wetherby</b>	19	<b>Reception</b>	92
	<b>Years 1, 2 and 3</b>	244		
<b>Inspection dates</b>	16 to 19 November 2021			

## 1. Background Information

### About the school

- 1.1 Wetherby School is an independent day school, registered as a single-sex school for male pupils. The school was founded in 1951 and moved to its present site in Kensington in 1971. Its Nursery opened in 2014. The school occupies two nearby sites: Years 1, 2 and 3 are housed at the main site and Nursery and Reception in another building close by. In 2002 the school became part of the Alpha Plus Educational Group, who carry out the corporate governance responsibility for the school. Inspection of Wetherby Preparatory School, also an Alpha Plus Group school, was undertaken concurrently by another inspection team.
- 1.2 Since the previous inspection the school has increased its senior management team and reviewed the curriculum.
- 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 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.
- 1.5 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.
- 1.6 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.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.8 The school's aim is to create a vibrant community dedicated to providing pupils with the opportunity to pursue dreams, develop personal excellence and maximise individual growth while celebrating grace, grit and courage. Pupils are encouraged to dream big, do their best and be ready with appropriate skills for future life.

### About the pupils

- 1.9 Pupils come from professional backgrounds and live within a five-mile radius of the school. No pupil in the school has an education, health and care (EHC) plan. The school has identified 96 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia, speech and language and phonological processing, all of whom receive additional specialist help. English is an additional language (EAL) for 17 pupils, two of whom receive specialist support. Data used by the school have identified 26 pupils as being the more able in the school's population, and the curriculum is modified for them and other pupils because of their special talents in art, music and sport.

## 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, 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](#).

**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. 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'.**

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>
Little Wetherby	Nursery

#### Key findings

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

- Pupils of all abilities achieve extremely high standards across the curriculum by the time they leave the school.
- Pupils of all ages are highly effective communicators who benefit from a wide range of opportunities to develop their speaking and listening skills.
- Pupils develop a vast knowledge due to the thematic links made across subjects in the integrated curriculum.
- Pupils achieve excellent results in national competitions including for mathematics, literacy and general knowledge.
- Pupils have extremely positive attitudes to learning and are able to work both collaboratively and independently.

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

- Pupils have excellent awareness of other cultures which enables them to develop strong inter-personal skills and grow into tolerant human beings.
- Pupils thrive in an environment of praise and reward for effort, and are not afraid to make mistakes as part of their learning.
- Pupils develop a strong sense of self, and are well prepared for the next stages of their education.

#### Recommendations

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

- Continue to embed exploratory-based learning across all age-ranges.
- Create further opportunities for pupils to contribute positively to the lives of others in the wider community.



## 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 pupils, including those with SEND and EAL, is extremely strong. This is reflected in the excellent standardised assessment results, and demonstrates the fulfilment of the school's aim to 'dream big, do your best and be ready'. Children in the Early Years Foundation Stage (EYFS) make excellent progress due to skilful teaching that ensures individual needs are catered for. Most make rapid progress in order to achieve the expected learning outcomes by the time they finish Reception, and in many cases exceed them. Older pupils make significant progress over time due to the effective implementation of the assessment framework and the positive, professional attitudes of staff who have a thorough knowledge of pupils' strengths and weaknesses.
- 3.6 Pupils of all ages and abilities develop outstanding levels of knowledge, skills and understanding due to inspirational teaching, high expectations and engaging learning opportunities. Pupils display a thirst for knowledge. Through the excellent integrated curriculum, they clearly identify links across all subjects which enriches their learning. For example, older pupils created collages to represent a geographical region, took part in a drumming workshop and created travel brochures as part of a topic on Africa. Younger children develop strong manual dexterity through activities such as 'dough disco'. Despite having limited space for physical education, pupils participate enthusiastically in a challenging range of sporting activities almost daily. They demonstrated skill in a wide range of techniques in art, confidently created tunes using the pentatonic scale on glockenspiels, and enthusiastically sang a Christmas song in French. Pupils' enthusiasm and passion for learning are fostered through extensive enrichment opportunities such as themed days, trips and competitions. The passion and commitment of teachers in focus weeks such as Entrepreneurs' Week enables pupils to apply their full range of skills to creative challenges.
- 3.7 Throughout the school pupils demonstrate excellent communication skills. They are confident when conversing with adults and, encouraged by open-ended questioning, contribute fully to class discussions. The youngest children readily engaged in meaningful conversation to explain clearly what they were doing in the role play construction area. Pupils with EAL develop strong verbal skills, enabling them to join in fully in all activities with their peers. For example, a pupil confidently presented his research on the Amazon Rainforest, posing questions for his peers to answer. Reception children listened attentively to a talk and slide show about Mexico given by a parent. They happily engage in mark-making and letter formation activities, and can readily sound out simple three-letter words. Older pupils write effectively in a number of genres, as seen in the 'News Alert' about surviving in a power cut, and confidently use new vocabulary and literary devices in their written work, as seen in the poignant writing based on Nelson Mandela's 'Rainbow Nation' speech. Extra-curricular activities such as debating club and special events such as the Readathon further enhance pupils' strong communication skills.
- 3.8 Pupils' mathematical skills develop rapidly for their ages, and they successfully apply these to other areas of learning. The youngest children correctly counted the number of paint rollers in a tray and accurately tallied the number of hops their peers were able to do. Younger pupils could explain why two odd numbers added together made an even number, and older pupils were highly skilled at working in thousands and applying the basic rules of number to solve word problems. Pupils of all abilities achieve highly due to the provision of enrichment groups for the more able and targeted strategies to support pupils who take longer to grasp new concepts. Use of mnemonics and clear learning objectives ensure pupils maximise their learning. Older pupils are extremely confident in using mathematical concepts across the curriculum. For example, pupils correctly measured the lengths of straws in science to ensure the stability of the models they were making, and they correctly interpreted statistics about rainfall to enhance their topic work. Older pupils use mathematical vocabulary accurately, as seen when describing the properties of 3-D shapes whilst making structures out of cocktail sticks and marshmallows.

- 3.9 Pupils of all ages and abilities are exceptionally proficient in using ICT to extend their learning. Nursery children competently manipulated an interactive white board, counting the moving figures and using effective hand-eye coordination to add characters to the screen. Reception children worked in pairs on tablet computers, using technical vocabulary to make their moves. Older pupils use technology effectively for a wide range of purposes including research, word-processing, photography, using QR codes, music composition and in extra-curricular activities. They confidently researched information online for their chosen research projects which included space, pangolins and Table Mountain, and created entertaining and informative multi-media presentations for their peers. Use of virtual reality headsets enabled pupils to effectively explore the Galapagos Islands just as Charles Darwin might have done. Use of touch typing software enables less able pupils to gain confidence and make rapid progress in other curriculum areas. Pupils reported that their independent learning skills have been greatly enhanced as a result of periods of remote learning.
- 3.10 Pupils from the earliest age develop excellent study skills as they move through the school. Pupils of all ages discuss, question and debate with confidence and express their opinions confidently. Nursery children were engrossed as they used a magnifying glass to make close observations, and pupils in Year 1 remained focused and motivated as they tackled a carousel of demanding mathematical challenges. Pupils readily share their thoughts with staff, benefiting from sympathetic strategies to support individuals. The overwhelming majority of parents agreed that teaching, including online provision, enabled their child to make progress. In literacy, pupils across the ability range successfully synthesise previous learning to describe the features of non-chronological report writing. More able pupils are able to hypothesize and analyse information from textbooks and organise it in their written work under subheadings. Pupils confidently thought for themselves and applied their previous knowledge on the properties of shape in order to solve worded problems. Pupils of all abilities make use of a wide range of resources in lessons which engage, motivate and provide opportunities for research and both independent and collaborative working.
- 3.11 Pupils achieve excellent results in competitive entry examinations to independent day and boarding preparatory schools. Almost all gain places at their first school of choice, a small number of pupils being awarded scholarships, including as choristers. Encouraged by strong senior leaders and dedicated staff, they achieve a high level of success when representing the school in a range of national and regional competitions for literacy, general knowledge, quizzing and mathematics, often competing successfully against much older pupils. Several pupils have had art work displayed and commended in a range of children's art festivals, and success in a local poetry competition has led to an entry forming part of 'Poems on the Underground' series which is displayed in every station. Pupils regularly participate in inter-school football tournaments, invariably winning many more matches than they lose. Pupils' successes outside the classroom, such as in selection for academy football, for places in national children's choir and orchestra and roles in amateur and professional theatre, are warmly celebrated by the whole school community. The busy programme of extra-curricular activities ensures pupils feel great pride and experience success across the full range of school activities.
- 3.12 Pupils of all ages and abilities have extremely positive attitudes to learning and excellent concentration was seen across all lessons. Pupils work with focus, perseverance and ambition, which is reflected in the rapid progress they make. They readily follow instructions, listen well, and are respectful of the opinions of others. Pupils successfully adopt the concept of 'growth mindset' in their approach to work, and can clearly articulate how it prompts them to take risks and never give up, confidently proclaiming that mistakes are good. Pupils take leadership in their learning, and are encouraged to reflect thoughtfully at the start of a project on what they want to find out, setting their own targets and making choices about how to support their own learning. In the EYFS this was seen as children chose practical apparatus such as wobble stools and noise-cancelling headphones to help them concentrate. Through 'open homework', older pupils were able to select topics to research that really interested them, culminating in a presentation to their peers. Pupils thrive on the many opportunities for collaboration, as seen in the vast majority of lessons observed. Enthusiastic and dynamic teaching

with high expectations is tangible across the curriculum, and in interview pupils commented that teachers make learning interesting, challenging and fun.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages and abilities, including those with SEND, EAL and the more able, have high levels of self-knowledge, self-discipline and resilience. They demonstrate good learning habits which are supported through motivational displays around the school, such as the Learning Superheroes and achievement boards where their many general and specific successes in music and art, for example, are celebrated. They thrive within the 'have a go' culture that empowers them to make mistakes in order to learn. This ensures that pupils feel extremely well equipped for the next stage of their education. Sympathetic, focused teaching ensures that pupils know what they are good at and where they need to improve. Pupils understand the assessment and marking criteria and positively state how they help them reflect on their work and move forward. Across the curriculum, pupils rapidly grow in their self-confidence, and are self-assured in discussion. Pupils showed great presence and spoke maturely to the school in assembly about the forthcoming Readathon event.
- 3.15 Through the tangible reflective culture in the school, pupils of all ages and abilities quickly come to learn that actions have consequences, and the decisions they make have a direct bearing on their own success and well-being. They understand the clear messages of the school's marking and behaviour policies, enabling them to explain that making the wrong decision can be the first step in learning. Constant reinforcement and praise when good choices are made instils a confident, positive attitude to work and raises pupils' self-esteem. This is in line with the school's aims to equip pupils with the skills and attitudes they need to follow their dreams. The successful introduction of the house token scheme allows pupils to see how their actions directly affect their peers as they actively strive to collect the most each week. Older pupils are adept in making sensible choices in their work, such as selecting strategies for problem-solving and thinking creatively on how to present their research findings.
- 3.16 Pupils of all ages develop a good awareness of spirituality. The youngest children reflect with wonder and surprise as they explore the outdoor learning environment. Nursery children, building a house in the role play area, said they wanted it to be near lovely things: a stream, trees, flowers and smiley friends. Older pupils develop a deep appreciation of the non-material aspects of life through the integrated curriculum. They empathise with people living in communities that are threatened by natural or man-made disasters such as global warming and war. Through a wide range of sensitive, thought-provoking assemblies on topics such as Remembrance, Black History Month and International Women's Day they come to reflect meaningfully on the lives of others. They greatly appreciate the colourful beauty of the passing of the seasons on their daily walks around the local area and visits to Pembridge Gardens for their break times.
- 3.17 Pupils are polite, respectful and courteous towards everyone in the school community. They accept full responsibility for their behaviour which was seen to be excellent across the school. Positive strategies for promoting good behaviour and high expectations from staff result in all pupils having a clear understanding and respect for systems of rules. In interview, pupils said they felt sanctions were fair, necessary and not over-bearing, appreciating reflective strategies which reinforce the school's view that bad behaviour arises from bad choices, not bad children. The youngest children quickly develop a strong awareness of right and wrong and are very quick to say why classroom rules must be followed. They know why they have to take turns and share. Older pupils are proud to follow the Wetherby Ambassador code which enables school to be a happy, supportive community. Display boards and assemblies instil a firm understanding of fundamental British values and pupils exhibit outstanding moral sensibilities and behaviour in and out of the classroom. This was seen in a debate on whether banter was the same as bullying, where pupils showed genuine concern for those who may be experiencing problems.

- 3.18 Pupils of all ages develop excellent social awareness. Staff provide excellent role models and are highly effective in developing pupils' social skills. Pupils engage sensibly and productively in collaborative group activities, a strategy that is clearly embedded across the school. They know everyone has strengths and weaknesses and they show respect for each other's views and feelings. Reception children demonstrate strong teamwork skills in the challenges they are given in the outdoor learning environment. Older pupils willingly take on different roles within the group such as scribe, researcher and presenter. Timely actions to support individuals by skilled staff who know their pupils well enable those who may struggle working with others to participate fully in group activities. The Learning for Life programme places a strong emphasis on building relationships and as a result pupils have a strong social conscience and understanding of how working together can help achieve a fairer world. Pupils develop a strong camaraderie through the house system and are proud to do their best for their team. They develop strong inter-personal skills through the many opportunities to work across age groups, such as in extra-curricular activities, in assemblies and special events such as World Book Day, when older pupils read with younger children.
- 3.19 Pupils enthusiastically undertake roles of responsibility within their classes that enable them to contribute positively to life at school. They thrive when undertaking their duties as charity ambassadors, school councillors and eco warriors, roles that are clearly something to be aspired to. Many opportunities are provided for the pupils to serve the local and wider communities. Pupils of all ages delight in performing to local elderly groups. Visits from figures in the local community such as a fireman and policeman enable pupils to develop a strong understanding of how the community is supported by such services. Pupils throw themselves wholeheartedly into the school's fundraising events that benefit many charities locally and world-wide. Older pupils develop an acute awareness of problems the world faces today, such as the disappearance of the rainforests and pollution in the world's oceans. Pupils can articulate why the motto 'care, share and be fair' is a positive mantra for life.
- 3.20 Pupils understand the need for tolerance and are interested in finding out about religious traditions and celebrations beyond their own. For example, they show great interest when parents visit to share experiences of their faiths and celebrations such as Hanukkah and Diwali. Pupils greatly value the diversity within the school and through events such as International Day, they are able to look at the world sensitively through the eyes of their peers. Senior leaders have created an environment where pupils' backgrounds are used as an important resource from which a great deal of learning takes place. The overwhelming majority of parents agreed that the school actively promotes values of democracy, respect and tolerance. Older pupils are mindful of the needs of others, showing genuine concern about the rate by which the rainforests are disappearing. They understand the place of significant days such as Remembrance Sunday and Bonfire Night, and warmly celebrate British customs throughout the year. Younger pupils demonstrate the need for sensitivity towards each other when learning how to work alongside new friends. Older pupils are keenly aware of the problems that arise from lack of tolerance, and are beginning to see that such attitudes will directly affect the world they will live in as adults.
- 3.21 Pupils of all ages and abilities are highly aware of how to stay safe and keep healthy. They can explain the importance of a healthy diet, regular exercise and a balanced lifestyle and learn how to maintain physical and mental well-being through the Learning for Life programme. Senior leaders ensure that pupils do not feel overly pressured by examinations. Pupils develop active, healthy bodies and minds in response to the school's commitment to provide many opportunities for physical exercise, enhanced by the programme of daily walks, break time and extra-curricular sport. The youngest children could explain why it is important to wear a high visibility jacket in order to be seen in the dark. Reception children were clear about how to stay safe when moving around the school by going up the white and down the brown sides of the staircases. Pupils had an excellent understanding of what constitutes a strong password for electronic devices. They are alert to the dangers that can arise from technology online, a message that is regularly reinforced by conscientious staff, and they are fully

aware of all aspects of personal safety through a programme of talks from visitors about a range of safety issues such as mental health and stranger danger.

## 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 two 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 and staff to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Dr Wendy Bowring	Reporting inspector
Mrs Louise Salmond Smith	Compliance team inspector (Head, IAPS school)
Mr Mark Albini	Team inspector (Former deputy head, IAPS school)
Mrs Joanna Leach	Team inspector (Head, IAPS school)
Mr Alistair Telfer	Team inspector (Former deputy head, IAPS school)