



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

The King's School

May 2023

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School's Details

School College	The King's School			
DfE number	931/6100			
Registered charity number	1056921			
Address	The King's School New Yatt Road Witney OX29 6TA			
Telephone number	01993 778463			
Email address	office@tkswitney.org.uk			
Principal	Mr Matthew Cripps			
Interim chair of governors	Mr Alastair Barnett			
Proprietor	Oxfordshire Community Churches			
Age range	2 to 16			
Number of pupils on roll	205			
	EYFS	24	Primary	85
	Secondary	96		
Inspection dates	3 to 5 May 2023			

1. Background Information

About the school

- 1.1 The King's School is an independent co-educational day school situated in Witney. The school was established in 1984 by the Oxfordshire Community Churches (OCC), a group of twelve churches which are part of the Evangelical Alliance. The OCC is a registered charity whose trustees are the proprietors of the school. They delegate many of their responsibilities to a board of governors, the chair of which is an OCC trustee.
- 1.2 Since the previous inspection, a new principal has taken up post in January 2021 and a new interim chair of governors has been appointed in May 2023.

What the school seeks to do

- 1.3 The school aims to provide a Christian centred learning environment in which academic challenge is high and pupils are nurtured to develop and grow as individuals, working in partnership with parents. The objective is to enable pupils to grow their relationship with God, learn how to serve and positively influence others, and to develop the skills and self-understanding required to reach their academic potential.

About the pupils

- 1.4 Pupils come from predominantly professional family backgrounds from within Oxfordshire. The school's own assessment data indicate that the ability of pupils on entry to the school is broadly average. The school has identified 53 pupils as having special educational needs and/or disabilities (SEND), 38 of whom receive specialist support. One pupil has an education, health and care plan (EHC). English is an additional language (EAL) for 38 pupils, whose needs are supported within the classroom. Data used by the school have identified 22 pupils as being more able in the school's population, for whom the curriculum is modified.

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 associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 In the primary school, 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 At GCSE in the years 2020 to 2022, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, and in most areas is 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 overall, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils’ performance is in place.
- 2.5 Pupils receive relationships education in the primary school and relationships and sex education in the secondary school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy.
- 2.6 The school’s personal, social, health and economic education programme does not encourage respect for all people, in particular paying due regard to the protected characteristics of sex and sexual orientation.
- 2.7 The school’s relationships and sex education curriculum does not have due regard to the relevant statutory guidance in that plans and schemes of work are not always at an age-appropriate level, and therefore do not effectively prepare pupils for experiences in future life.
- 2.8 The standards relating to the quality of education in paragraphs 1, 3 and 4 are met, but those in paragraphs 2 and 2A [curriculum] are not met.**

Action point 1

The school must ensure that appropriate plans and schemes of work are in place for personal, social, health and economic education which encourage respect for other people, paying due regard to the protected characteristics of sex and sexual orientation [paragraph 2(2)(d)(ii)].

Action point 2

The school must ensure that appropriate plans and schemes of work are in place for relationships and sex education that pay due regard to statutory guidance in that pupils are effectively prepared for experiences in future life [paragraphs 2(2)(i) and 2(A)(1)(d)].

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.9 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.10 Principles which encourage respect for other people, paying particular regard to the protected characteristics of sex and sexual orientation, are not consistently and actively promoted. Pupils are not always aware that some of their peers’ misogynistic behaviours are unacceptable.
- 2.11 The standard relating to spiritual, moral, social and cultural development in paragraph 5 is not met.**

Action point 3

The school must ensure that principles are actively promoted which encourage respect for other people, paying particular regard for the protected characteristics of sex and sexual orientation [paragraph 5(b)(vi)].

PART 3 – Welfare, health and safety of pupils

- 2.12 The school ensures that good behaviour is promoted and 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.
- 2.13 Suitable arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to the current statutory guidance in many areas. However, not all pupils are confident to use the systems that are in place in school for reporting concerns. Some pupils find it hard to speak with a trusted adult and therefore they are not sharing concerns with the school.
- 2.14 **The standards relating to welfare, health and safety in paragraphs 6 and 9–16, 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 7 [safeguarding] is not met.**

Action point 4

The school must ensure that all pupils feel confident to use the systems that are in place to report concerns and to speak with a trusted adult [paragraph 7(a) and (b)].

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

- 2.15 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.16 **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

- 2.17 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.
- 2.18 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

- 2.19 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.

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

PART 7 – Manner in which complaints are handled

2.21 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.

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

PART 8 – Quality of leadership in and management of schools

2.23 The proprietor has not ensured that the leadership and management, including governance, demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils.

2.24 The standards relating to the curriculum, the spiritual, moral, social and cultural development of pupils, and safeguarding have not been fully met. Leadership and management, including governance, have not actively promoted the wellbeing of the pupils because they have not ensured that an appropriate personal, social, health and economic education programme, including an appropriate relationships and sex education programme, has been drawn up, or that the culture of the school is such that all pupils feel confident to speak with a trusted adult.

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

Action point 5

The school must ensure that those with governance, leadership and management responsibilities, demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are met consistently, and that they actively promote the wellbeing of pupils [paragraph 34(1)(a), (b) and (c)].

3. Educational Quality Inspection

Preface

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

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

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.

Key findings

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

- Pupils display excellent attitudes towards their learning; they work with focus and determination to acquire new knowledge.
- Pupils are confident and thoughtful communicators.
- Pupils' effectively apply their study skills to a range of contexts; however, more sophisticated thinking skills are less well developed.
- Pupils' information and communication technology (ICT) skills are often underdeveloped.

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

- Pupils' spiritual understanding is excellent and they show deep appreciation for the non-material aspects of life.
- Pupils are strong collaborators and effectively work together to achieve common goals.
- Pupils demonstrate notable appreciation and respect for people from different cultures.
- Pupils are not always confident that their views are heard and acted upon.
- Pupils possess good decision-making skills, but they are not always empowered to make decisions in their learning and development.

Recommendations

3.3 The school is advised to make the following improvements.

- Enable pupils to develop more sophisticated study skills and to apply their own thinking and ideas, so that they become empowered as independent learners.
- Ensure that pupils of all ages develop more progressive information, communication and technology (ICT) skills, and consistently apply those skills across all areas of the curriculum.
- Empower pupils to be effective decision-makers and ensure that they feel confident that their views will be heard and if appropriate, acted upon.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Pupils make good progress over time and attainment at GCSE is strong. The school fulfils its aims of enabling pupils to reach their academic potential. Examination results from 2022 show that over half of GCSE entries achieved top grades 9 to 7. This level of attainment is above national results and mirrors the centre-assessed and teacher-assessed results in 2020 and 2021. Data show that almost all pupils attain grades at GCSE in line with or above those expected for their ability. Data show that pupils with SEND and those with EAL make excellent progress and often exceed their peers. The school's own data show that pupils in the primary school make good progress. Children in the EYFS make rapid progress, and data show that on completion of the EYFS profile in 2022, almost all children reached a Good Level of Development (GLD). Well-planned teaching, effective marking and the personalised approach to learning for individual pupils throughout the school, enable pupils of all abilities to achieve well across the curriculum. In responses to the pre-inspection questionnaire, the overwhelming majority of parents agree that teaching enables their child to make progress. Almost all pupils in Year 11 go on to attain places at their chosen sixth-form college, and they are supported effectively through the application process by their tutor.
- 3.6 Pupils, including those with SEND, display good levels of knowledge, skills and understanding across all areas of the curriculum. They apply their skills usefully and to good effect in all subjects. Children in the EYFS possess excellent fine motor skills, for example, in a creative play session, when they carefully stuck paste jewels onto a cardboard crown with great dexterity to produce neat, symmetrical designs. In a Year 5 science lesson, pupils demonstrated good understanding of the human aging process, when discussing the changes that take place in appearance and demeanour as people get older. In art sketchbooks, Year 8 pupils displayed strong drawing, mark making and painting skills when creating their own images of jungle scenes in the style of the artist Rousseau. In a Year 10 religious studies lesson, pupils showed excellent recall of terminology relating to Judaism when considering what distinguishes the Jewish people from other religious groups.
- 3.7 Pupils' communication skills are excellent. Senior leadership puts great emphasis on enabling pupils to become confident communicators. Across the school, pupils listen carefully to instructions and express themselves with eloquence when answering questions. In a Year 10 English lesson, pupils articulated their thoughts clearly and listened attentively to the feedback when working in pairs to critique one another's written evaluations of passages within *Of Mice and Men*. Pupils possess strong debating skills and construct arguments well. Primary pupils engage in discussion with ease. In a Year 3 and 4 personal, social, health and economic education (PSHE) lesson, pupils spoke with great thoughtfulness when discussing the importance of being happy and how to cope with potential change in their lives. Children in the EYFS conversed freely with inspectors about the games they were playing in the outdoor learning area, and explained with great imagination why mythical creatures live in the flowerbeds. Pupils, including those with EAL, confidently read aloud in lessons when asked to do so. Effective one-to-one support offered to pupils with SEND and those with EAL, enables those pupils to develop communication skills in line with their peers. Pupils of all ages write with lucidity, and with a high level of grammatical accuracy and creative flair. Work scrutiny showed creative writing to be a strength across the school, with the level of work in English in Year 6 of a particularly high standard.
- 3.8 Pupils' numeracy skills are strong and they demonstrate age appropriate levels of mathematical understanding. Pupils use their basic numeracy skills accurately and with confidence in a wide range of contexts, for example, in geography and science when doing data analysis and graph work, and in drama when applying ratio and proportionality to scale drawings of production sets. Children in the EYFS, accurately count to ten when sorting similar objects. In a Year 1 and 2 mathematics lesson, pupils successfully added and subtracted 2-digit numbers and demonstrated a clear understanding of the difference between hundreds, tens and units. In a Year 7 mathematics lesson, pupils confidently substituted values into equations to successfully calculate the volumes of different solids.

- 3.9 Pupils' ICT skills vary, depending on their age. Pupils use ICT in age appropriate ways but many younger pupils have under-developed ICT skills. Pupils in the secondary school, including those with SEND, possess good ICT skills. They use ICT effectively to manage their learning and to deftly access electronic resources. Pupils use ICT in creative ways, for example, to devise personal revision aids, edit film in drama, compose music, or to manipulate images and produce digital animations in art. However, such opportunities are limited and ICT is not used by pupils consistently across all subjects. A few secondary pupils display strong ICT skills in computer studies, for example, to use coding and programming techniques to write algorithms with precision and accuracy. In interviews, however, some pupils expressed the opinion that their proficiency, skill level and confidence in using ICT is not as developed as it might be compared with other children of a similar age. This is due in part to a lack of depth and creativity in how ICT is used in teaching and learning across the curriculum.
- 3.10 Pupils' study skills are good and their work is well organised. Pupils of all ages demonstrate effective study skills in their learning and confidently draw from a range of resources. Primary pupils efficiently use techniques such as spider diagrams and picture story boards to record and process information as part of their daily learning. In a Year 5 English lesson, pupils creatively used mind maps to identify and assimilate information, to act as an aide-memoire when writing a biography of William Shakespeare. In a Year 10 biology lesson, pupils successfully created a hypothesis and carried out a practical to test their theory, when investigating the speed of reaction when catching a dropped object. Teaching supports pupils' learning well, especially for those with SEND, but to an extent it does not always enable pupils, especially the more able, to develop more sophisticated thinking and ideas. Inspectors found there to be a lack of stretch and challenge in some lessons and this inhibits learning.
- 3.11 Pupils' academic and other achievements are good. When given the chance to participate in academic co-curricular activities, pupils, especially the more able, often excel and achieve at a high level, for example, in the UK Maths intermediate challenge. Pupils achieve well when participating in school drama productions and they enjoy reasonable success when playing in the school's football or netball teams. However, opportunities for pupils across the ages to participate in extra-curricular activities are limited by a lack of provision, and this restricts the range and depth of pupils' non-academic achievements. In questionnaire responses, a small minority of parents expressed the opinion that the school does not provide a suitable range of extra-curricular activities. In interviews, pupils spoke of their many talents and of achieving well in personal activities outside of school, for example, in dance, music and sport. More able pupils pursue their own academic interests, such as self-study of computer studies or psychology outside of school. Some pupils expressed the desire, however, for more activities in school to enable them to develop a broader set of personal skills.
- 3.12 Pupils display excellent attitudes towards their learning. In lessons, pupils are well focused and demonstrate good levels of concentration. Pupils of all ages work effectively in groups and demonstrate a high level of independence whilst doing so. In a Year 11 physical education lesson, pupils worked collaboratively to excellent effect when devising revision questions on the pulmonary system. Primary pupils are consistently enthusiastic and eager to learn. In a Year 4 Pilates activity, pupils demonstrated great determination to perfect their technique as they engaged with the various and often challenging physical exercises. Pupils of all abilities, including those with SEND, show great perseverance and a genuine desire to succeed. They grasp opportunities to demonstrate initiative and develop new skills. Whilst a minority of pupils in questionnaire responses expressed that lessons are not always interesting, inspectors found pupils to be stimulated and engaged in lessons. However, some secondary school pupils said that lessons are often too similar in terms of teaching approach and that lessons would be more interesting if teaching drew on a greater variety of activities and used ICT more consistently in lessons. Inspectors concurred with this opinion.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is good.
- 3.14 Pupils' self-understanding is good. All pupils, including children in the EYFS, show high levels of self-confidence and have a good awareness of their own strengths and weaknesses. Supported by staff and strategies that promote self-regulation, pupils, including those with SEND, learn to understand and manage their emotions well. Pupils persevere when faced with difficulties, and are self-disciplined in their approach to academic work. Over time all pupils develop a good level of resilience in their learning. This is in part due to teaching that gives informative feedback and encourages pupils to face challenges and to always give of their best. Most pupils have strong self-esteem and are happy in themselves. Pupils understand that being content with who you are as a person is important for well-being and they spoke of happiness as being the most important personal attribute to strive for in life.
- 3.15 Pupils' spiritual understanding is excellent. Older pupils spoke with great insight, of their personal religious beliefs and reflected with maturity on the strength they draw from being part of a cohesive Christian community. Pupils have a good awareness of how other religious beliefs sit alongside their own and they value the discernment that religious studies lessons bring. Pupils have a strong appreciation of nature and the world around them. Pupils see the beauty in ordinary things, for example, going for a country walk or listening to music. When asked the question, what is really important to you in life, primary pupils responded thoughtfully by saying, family and friends, teachers, God and praying, and being kind to others. Pupils in Year 3 explained how being able to pray to God if they are feeling anxious helps to make them calm. Older pupils recognise that prayer and quiet contemplation help to create a positive mind-set. Supported by senior leadership and driven by governance, the school's Christian ethos is pivotal in helping pupils develop a deep spiritual understanding. The school fulfils its ambitious aims.
- 3.16 Pupils possess good decision-making skills. Pupils understand that the decisions they make academically and in their relationships with others, will have an impact on them both now and in the future. Children in the EYFS choose appropriate resources during free-play which enable them to use their imaginations in creative ways. For example, when playing in the outdoor learning area, children explained that they like to go down the slide because it makes them feel like a superhero. Older pupils choose their GCSE option subjects wisely, aware that what they choose to study may facilitate different careers paths. In the best lessons, pupils are supported in their decision-making through activities that enable them to work collaboratively and take the lead in their learning. Inspectors found, however, that pupils are not always empowered to make decisions, either within their learning or about their wellbeing. The primary and secondary school councils do have some influence on planning and running activities in school. However, secondary pupils expressed a desire for greater autonomy, and for teachers to listen more to pupils' views. This supports the very small minority of pupils who in questionnaire responses disagreed that the school listens to what pupils have to say.
- 3.17 Most pupils show strong moral understanding. Underpinned by the school's ethos and promoted by senior leadership, pupils appreciate the importance of the strong value system that being part of a Christian community brings. Pupils are honest and open and value integrity. Pupils distinguish right from wrong and understand the need for rules and maintaining high standards both in school and in a civilised society. Children in the EYFS understand the behaviour expectations and are quick to apologise if they are told that they have done something wrong. They develop strong relationships with their peers from an early age and are sensitive to others' needs. In the primary school, pupils willingly challenge inappropriate behaviour amongst their peers and strive to resolve playground issues for themselves. Whilst most secondary pupils demonstrate a strong ability to self-regulate their behaviour, some older pupils do not always show due respect for some of their peers. Pupils of all ages typically behave extremely well in lessons, and when moving around the site they are polite, show kindness towards others and respect for adults.

- 3.18 Pupils demonstrate strong levels of social awareness and they appreciate the need to work as a team to achieve common goals. Pupils value being part of a small close-knit community, and understand the benefit this brings of knowing everyone well. Pupils, including children in the EYFS, work effectively with their peers and are natural collaborators. In particular, pupils in the primary school possess excellent collaborative working skills. In a Year 3 and Year 4 physical education lesson, pupils worked extremely well in groups to support and encourage one another when undertaking a series of co-ordination skills exercises. In a Year 6 first aid session, pupils worked effectively in pairs to place an unresponsive person into the recovery position. In a Year 11 history lesson, pupils worked efficiently together to share and consolidate their knowledge as they moved around a carousel of revision activities.
- 3.19 Pupils make positive contributions to the school community. Both the primary and secondary school councils successfully lead on organising activities and events in school, for example, the highly successful King's Coronation celebration. Primary pupils express pride in the work they do to support their teachers, for example, as a library assistant, computer assistant, or a school ambassador. Older pupils help and support younger pupils when working in vertical family groupings, and they embrace the opportunity to act as positive role models. Some secondary pupils, however, see leadership roles in school as being limited and expressed the desire to have more opportunities to contribute to the school community. Pupils make strong contributions to the community beyond school, through voluntary service as part of The Duke of Edinburgh's Award scheme. For example, pupils successfully help out in local primary schools and work with children with disabilities at a local bike riding charity. Pupils eagerly organise and support fundraising events for their chosen charities. They successfully raise money for the local foodbank, local homeless people, national charities which support people living in poverty and international charities which help those who live in persecution. In line with its aims, the school enables pupils to learn how to serve and positively influence others.
- 3.20 Pupils' cultural understanding is strong. Pupils from a variety of cultures integrate harmoniously across the school and are embraced by their peers. Primary pupils, including children in the EYFS, develop supportive, respectful relationships with one another from an early age. They are curious about other cultures and traditions and, encouraged by teaching, they celebrate difference and deepen their understanding through the sharing of experiences. Pupils of all ages gain wider cultural understanding from participation in a variety of cultural trips. Pupils' understanding of the broader diversity within society, particularly in regard to people who identify differently to others, is less well developed. This has an impact on some pupils, as respect and equity are not yet fully embedded across the community in all aspects of school life. In the secondary school, pupils spoke of their desire to deepen their understanding of the diversity of others, including those from the LGBTQ+ community, and would welcome more opportunities to talk openly about diversity.
- 3.21 Pupils are fully aware of the importance of staying safe, eating sensibly and keeping physically fit and healthy. They recognise these aspects as a vital factor in having positive personal wellbeing and good mental health. In a Year 3 and 4 PSHE lesson, pupils showed an excellent understanding of the need to have a balanced diet when designing their own healthy menus, which included, various vegetables, proteins and low sugar options. Pupils know how to stay safe online, for example, by protecting their social media accounts. Pupils understand that there are a variety of support systems in place in school if they wish to share a concern. In questionnaire responses, a small minority of pupils commented that they cannot speak to an adult if they are worried about something. Some pupils said that they are not always keen to share personal concerns with teachers and prefer to seek help elsewhere or manage issues themselves. Pupils are aware, however, of the need to seek help and support from a trusted adult if they have a safeguarding concern or are feeling unwell. The overwhelming majority of parents agreed in questionnaire responses that the school safeguards their child effectively.

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

Ms Adrienne Richmond	Reporting inspector
Mrs Vicci Vaughan	Compliance team inspector (Senior leader, GSA school)
Mrs Fiona Angel	Team inspector (Senior deputy head, HMC school)
Mr Richard Evans	Team inspector (Former head, IAPS school)