



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Emmanuel School**

**September 2019**



## Contents

<b>Contents</b>	<b>2</b>
<b>School's Details</b>	<b>3</b>
<b>1. Background Information</b>	<b>4</b>
About the school	4
What the school seeks to do.	4
About the pupils	4
<b>2. Regulatory Compliance Inspection</b>	<b>5</b>
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	6
PART 5 – Premises of and accommodation at schools	6
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
<b>3. Educational Quality Inspection</b>	<b>8</b>
Preface	8
Key findings	9
Recommendations	9
The quality of the pupils' academic and other achievements	10
The quality of the pupils' personal development	12
<b>4. Inspection Evidence</b>	<b>15</b>

### School's Details

<b>School</b>	Emmanuel School			
<b>DfE number</b>	831/6000			
<b>Registered charity number</b>	1080638			
<b>Address</b>	Emmanuel School Juniper Lodge 43 Kedleston Road Derby DE22 1FP			
<b>Telephone number</b>	01332 340505			
<b>Email address</b>	office@emmanuel.derby.sch.uk			
<b>Headteacher</b>	Mr Ben Snowdon			
<b>Chair of governors</b>	Mr Martin Frost			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	56			
	<b>EYFS</b>	16	<b>Primary</b>	40
<b>Inspection dates</b>	24 to 26 September 2019			

## 1. Background Information

### About the school

- 1.1 Emmanuel school is an independent co-educational day school for pupils aged 3 to 11. Founded in 1988, the school still occupies the same site in the north of the city of Derby. The proprietor is East Midlands Christian Fellowships (EMCF), a registered charity, which has appointed a board of governors to oversee the work of the school.
- 1.2 The school is divided into two departments; the early years unit (EYU) (including reception) for pupils aged three to five years and the primary department for pupils aged five to eleven years. The current headteacher has been in post since September 2018.

### What the school seeks to do.

- 1.3 Founded on strong Christian principles, the school aims to educate the 'whole child' in a loving and disciplined environment where each child is valued and encouraged in their fulfilment of their God-given potential. The objective is that when pupils leave the school, they will have developed an awareness of what is right, compassion for the marginalised, and the ability to make a positive contribution to society and bring glory to God.

### About the pupils

- 1.4 Pupils come from a range of professional and cultural backgrounds, mostly from Derby and surrounding counties. In the absence of standardised data, the inspection team's judgement is that the range of ability of pupils on entry into the Early Years Unit is below average. The school has identified 15 pupils as having special educational needs and / or disabilities (SEND), such as dyslexia and other conditions, eleven of whom receive additional specialist help. No pupils have an education, health and care plan or statement of special educational needs. English is an additional language for five pupils, one of whom receives support for their English.

## 2. Regulatory Compliance Inspection

### Preface

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

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

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

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; 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 full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school 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 In the junior school, the school measures attainment using National Curriculum tests. In the years 2017 to 2019, the results were in line with the national average for maintained schools.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.7 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.
- 2.8 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**

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

- 2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical 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.
- 2.12 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

## **PART 7 – Manner in which complaints are handled**

2.15 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.

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

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

2.17 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.

**2.18 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

## Key findings

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

- Pupil's attitudes to learning are strong; they plan and organise their work effectively, showing good perseverance to complete tasks set.
- All groups of pupils, including those with SEND or EAL, achieve well and make good progress relative to their starting points.
- Pupils demonstrate very good communication and listening skills, are very willing to contribute in lessons and work well together when opportunities arise.
- Pupils' higher order thinking skills are less well developed for the more able due to tasks not always focused on their needs.

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

- Pupils have high levels of self-esteem and are extremely confident for their age.
- Pupils mix extremely well across all age groups and are hugely supportive of each other due to the strong community ethos within the school.
- Pupils have an excellent moral understanding as shown by their exemplary behaviour and empathy for those less fortunate than themselves.
- Pupils' spiritual understanding and appreciation of the non-material aspects of life are excellent.

## Recommendations

3.3 The school is advised to make the following improvements:

- Provide all pupils, particularly the more able, with sufficient challenge to ensure their needs are met fully.
- Extend the opportunities for pupils to learn independently through open-ended activities.

## 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' attitudes to learning are exemplary, they show pride in their work and both plan and organise it effectively; this is exemplified by the very good standard of work in books and good progress observed in lessons. Pupils of all abilities demonstrate good perseverance with their learning to ensure they complete tasks; children in EYFS, demonstrated excellent determination to finish their snake number line game in the time allotted by the teacher; older pupils showed great resilience together by successfully reviewing their car design to make it move better. Pupils demonstrated excellent motivation to contribute during lessons, due to the aspirations and encouragement provided by staff. Younger pupils showed excellent enthusiasm to share their creative stories of 'whatever next?' due to the positive relationships and working habits created by the teacher.
- 3.6 All groups of pupils including those with SEND and EAL achieve well and make good progress relative to their starting points. Pupils with SEND make good progress because their needs are identified at an early stage and they receive highly effective classroom and individualised support. Pupils with EAL make good progress from when they join the school as they are encouraged to speak in English daily. The small numbers of pupils entered for national tests make accurate comparison with national averages difficult, but inspection confirms that pupils attain at levels which are good for their age and ability. National profiles completed at the end of the Early Years Foundation Stage (EYFS) show that children's attainment is at least in line with national expectations for their age in all areas of their development and some pupils exceed these. In the junior school, pupils' progress judged from standards in lessons, scrutiny of work and results in standardised tests is good overall in both English and mathematics. As a result, by the end of Year 6, most pupils including those with SEND have skill levels at the level expected for their age. The good progress pupils make in the curriculum is supported by small class sizes, high aspirations and encouragement by staff who know them individually very well. Good progress is supported as pupils move through the school from fun stickers to regular and helpful feedback across most subject areas. In interviews with inspectors, pupils spoke highly about opportunities to negotiate and agree personal targets. An over-whelming majority of parents in the pre-inspection questionnaires said that the teaching in the school enables their child to make progress and develop skills for their future.
- 3.7 Pupils attain very good levels of success in extra-curricular activities, both at school and locally, especially given the small size of the school. Pupils are keen to undertake activities in their spare time due to the support and encouragement of staff. The high participation of pupils in local gymnastics clubs and success in singing competitions at a local arts festival with the KS2 choir is notable. Pupils' success across a range of musical instruments is very good with pupils successfully gaining grade 1 and 2 musical examinations and a few more able pupils gaining grade 5 by the end of Year 6. Pupils demonstrate excellent performing skills across a number of genres; choir singing at school celebration events, acting in the Christmas nativity or performing in the school talent show.
- 3.8 Pupils basic skills for learning are good. Pupils possess effective study skills for their age, producing high quality work and with careful attention to detail. They enjoy being at school and feel that they develop good knowledge, skills and understanding. Children in EYFS make good progress because of the strong relationships with staff and regular feedback to them. Pupils make good progress relative to their starting points as a result of their positive engagement with staff when reviewing their personal targets and the strategic decision of senior leaders to keep class sizes small, allowing children to achieve their God-given potential.

- 3.9 Pupils' communication skills are excellent, as evidenced from the very good standard of responses to teacher's questioning and talent shown in performing arts. They develop excellent communication from an early age, due to the numerous opportunities to practice them in school so that, by the time they leave, they are not afraid to present in front of large audiences; this prepares them well for the next stages in their lives. Children in EYFS children demonstrated excellent clarity and confidence when accurately singing and performing the lyrics from their *'Wind the Bobbin Up'* song; Younger children talk confidently during show and tell sessions about things that interest their peers such as a 100 year old doll collection. All pupils listen attentively and carry out instructions when asked. Children in EYFS demonstrated an excellent ability to accurately recall and predict the storyline of *'Little Blue and Little Yellow'* whilst watching an animation of the same story. Older children demonstrate excellent listening skills when accurately carrying out a warmup session before their physical education lesson after guidance from the teacher.
- 3.10 Pupils possess very good written skills for their age due to the encouragement and expectations from staff, who provide regular feedback and advice. From an early age, children are able to recognise, pronounce, identify and form letters to a very good standard in their writing; children with SEND in EYFS successfully wrote and spelled their family names correctly using their prior understanding of vowel sounds. Older pupils clearly explained the high standards of handwriting they had to achieve as part of their application process to be considered as a school council member.
- 3.11 Pupils of all ages demonstrate good progress in mathematics and diligently apply numeracy with enthusiasm to a range of situations. Children in EYFS eagerly recognised number formation and calculated the addition or subtraction of cups on a tray. Younger pupils spoke highly of how the online learning system had helped them develop their literacy and numeracy skills through playing fun games and completing tests. Older pupils showed excellent understanding of how to answer word problems involving subtraction calculations.
- 3.12 Pupils' information, communication and technology (ICT) skills are secure due to the opportunities to apply these skills across other subject areas as well as in timetabled weekly computer lessons. Pupils develop confidence in the use of ICT as it is introduced from an early age. Children in EYFS begin to develop fine motor skills when operating a computer mouse or having fun with programmable floor robots during free-flow sessions. In interviews with inspectors, both younger and older pupils explained how they had successfully used the internet for research, together with software to present the results, when exploring Egyptian history or conducting a fact finding project on the Amazon rainforest.
- 3.13 Pupils are very willing to participate in lessons due the encouragement and support provided by teachers and the 'have a go' attitude which they instil in all pupils from the day they join the school. Children in EYFS eagerly volunteered to undertake role play by simulating the roaring furnace with coloured material while watching an animation of King Nebuchadnezzar and the golden statue; older pupils demonstrated an excellent willingness to provide their response to true and false statements about the parable of Abraham by standing up or sitting down.
- 3.14 Pupils demonstrate very effective collaborative team working skills when opportunities arise; for example, EYFS children showed excellent team spirit and accuracy when they quickly organised and sorted different shapes and sizes of toy insects; older pupils effectively worked in pairs to review and accurately summarize the key messages from the book of Ephesians.

- 3.15 Pupils show limited independence with their learning, due to a lack of opportunities to use higher order thinking skills or develop their own lines of enquiry through open-ended tasks. Inspection evidence supports the views of a few pupils that, whilst teachers support them well, in a few lessons they were not challenged sufficiently to think for themselves as learning was quite directed with an over-reliance on completing workbooks. Whilst different levels of age-appropriate challenge were provided in most lessons, in other lessons all pupils were set the same task by the teacher. In better lessons, pupils of all abilities made good progress as teaching allowed them to draw on prior knowledge, and to reflect and hypothesise on a new situation or challenge. For example, younger pupils developed imaginative and creative stories about ‘ what happens next’ using their pre-prepared narrative story plans; older pupils developed a deeper understanding of an addition method as a result of being able to independently set harder questions for their peers to complete. In interviews, older pupils valued the opportunities to apply their core skills across other subjects at school. For example, older pupils applied their literacy skills effectively when writing short stories about living in the past.

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

- 3.16 The quality of the pupils’ personal development is excellent.
- 3.17 Pupils have outstanding self-esteem and self-confidence for their age. Pupils of all ages are friendly, open and confident, which has a very positive influence on how they conduct themselves. They greet visitors with politeness and courtesy, and they confidently show a pride in their work. Children in the EYFS delight in showing their art-work or sheep models made from cotton wool and paper. Older pupils confidently described how they had taken inspiration from their favourite sport or reading book in writing their creative stories about basketball and the *Sleeping Beauty*. Pupil’s self-confidence is enhanced from the many opportunities to perform in front of audiences at celebration events, the school talent show or choir singing at a local arts festival.
- 3.18 Pupil’s outstanding self-esteem is developed through the staff’s highly effective use of encouragement and praise, and through strong pastoral support which is tailored to their individual needs. Pupils know they can freely approach members of staff for help or advice and do so with confidence. In interviews, pupils said that teachers help them to become more resilient and to persevere with tasks; for example, when asking for help they were not allowed to say, “ I cannot do it’ but to try and say, “I cannot do it yet”. Their self-esteem grows as they move through the school, as they benefit from regular opportunities to celebrate their achievements together in assemblies or praising each other during singing and dancing sessions.
- 3.19 Pupils make age-appropriate decisions in their learning, understanding as they move through the school how they can be the determinates of their own success. This capacity for decision making is well established in the EYFS, where children freely choose activities of interest, supported by well-organised resources and encouragement from staff. For example, they demonstrated excellent team working and organisation skills in successfully filling a plastic bottle quicker by adding both sand and water at the same time. School council members understand the importance of allowing their peers to help inform their decisions about which charities and community projects to support over the next year.
- 3.20 Pupils mix extremely well across all age groups and are hugely supportive of each other, due to the strong ‘Emmanuel family’ atmosphere and community ethos within the school. Pupils of all ages naturally sit and play together at lunchtimes. They actively seek opportunities to take on responsibilities and contribute positively to the well-being of the school and wider community through the broad range of opportunities with which they are provided. Children in EYFS readily enjoy ringing the sleigh bells and helping each other to tidy up at the end of the day; older pupils enjoy volunteering for school ‘service’, successfully taking responsibility for a range of classroom tasks such as running errands or undertaking peer mentoring with younger pupils. School council members spoke highly about the chance to make a difference in the school for the well-being of their peers.

- 3.21 Pupils' moral understanding and behaviour is exemplary; this was exemplified by how well the older pupils were seen to look after the younger ones during playtime. Pupils exhibited outstanding behaviour across all age and ability groups. In interviews pupils stated that they naturally look out for each other regardless of their age, background or religion. Pupils clearly stated that they would never leave someone alone who needed someone to play with. They develop a strong sense of empathy and compassion with each other due to the numerous opportunities to build on their friendships during team events, or when in prayer. Pupils know how to distinguish right from wrong, and the impact that the power of forgiveness can bring on them and others. All pupils demonstrate a respect for the rules and systems that govern school life. Older pupils spoke highly of the opportunity to negotiate and create their own classroom rules at the beginning of the year with their teachers. Staff and leadership exemplify the excellent behaviour and respect, setting consistently high standards of expectations underpinned by the strong Christian values within the school.
- 3.22 Pupils demonstrate a natural empathy and appreciation of those less fortunate than themselves as demonstrated by their spiritual reflection in assemblies and participation in music and charity fund raising. Pupils enjoy the opportunities to undertake a series of *good deed challenges* such as providing food for a local homeless charity or choir singing at a local residential home for the elderly. Younger pupils appreciated the circumstances of people on low incomes by living without their own luxury items such as tablets and mobile phones for a week. Older pupils showed great empathy when discussing the plight of some people in Africa who can only afford items such as rice and string to make rudimentary musical instruments.
- 3.23 Pupils exhibit a highly developed sense of spirituality. Founded on strong Christian principles, the school encourages pupils to live boldly with God, supported by staff who have high aspirations for them to fulfil their God-given potential. Pupils have numerous opportunities to reflect on their own faith and spirituality through discussions in assemblies, praying or quiet contemplation time. Younger pupils spoke fondly in assembly time about how they had used prayer to ask for God to help make their family members get better. Pupils enjoy the opportunities to reflect on how God would want them to behave through a comprehensive programme of *heart concepts* which are embedded in all aspects of learning and school life, whether this is encouraging their peers when participating in team sports or going on a worship walk to admire and thank God for the wildlife and nature all around them. In interviews, younger pupils spoke highly of the encouragement by staff to use the prayer room for worship or just as a quiet contemplation space for those pupils with other non-Christian beliefs. Older pupils described how they were looking forward to exploring their own faiths and beliefs during the planned annual residential trip to a faith school.
- 3.24 Pupils develop an excellent appreciation of the non-material aspects of life from an early age at the school. Pupils eagerly volunteer to compose and read out their own prayers during assemblies and thank God for their food before eating together at lunchtimes. Children in EYFS demonstrated sheer curiosity when admiring the form and shape of sunflowers that they were painting. Younger pupils showed excellent enjoyment and energy when dancing and singing to a Gospel song during assembly.
- 3.25 Pupils are very accepting of those of different backgrounds; pupils representing a wide range of ethnic and cultural backgrounds work together in an entirely respectful and inclusive manner. Pupils gain a good understanding of a range of other cultural and religious practices through the school's comprehensive personal, social, health and economic education (PSHEE); this is supported by a programme of external speakers where parents have the opportunities to raise awareness of their own religions such as Islam and Sikhism, as well as by whole-school cultural celebrations such as Chinese New Year. All pupils who responded to the pre-inspection questionnaire said that the school encourages them to respect and tolerate other people. Their understanding reflects an embedding by school leaders and staff of a very strong Christian ethos of respect and inclusivity across the school.

- 3.26 Pupils know how to stay safe online, due to the school providing clear guidance about the risks and establishing procedures for the filtering of websites the pupils use whilst at school. In interviews, younger pupils spoke confidently that they would report anything unusual or they did not like when online to their teacher, or to their parents if they were at home. Pupils demonstrate a very good understanding of how to stay safe or how their actions could affect the safety of others. Young pupils clearly explained that they would only be allowed fish as a potential school pet to minimise any allergic reaction to anyone who might have a fur allergy. An older pupil in a design and technology lesson took the initiative to sand down the sharp pieces on their wooden axle to stop them being a risk of harm to their peers. Pupils demonstrated an excellent range of understanding to having a healthy lifestyle and diet; children in EYFS explained that 'apples are good for you'; older pupils described how being outside in the fresh air was healthier for you than just staying inside at weekends playing computer games.
- 3.27 An over-whelming majority of parents in questionnaire responses agreed that the school supports their child's personal development and meets their pastoral and welfare needs effectively. Throughout the school a sense of enjoyment and social awareness is evident as a result of strong leadership and caring staff, who have ensured that pupils develop into confident, compassionate and caring individuals who are well prepared for the next stages of their education.

## 4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, and they attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Geoffrey Marston	Reporting inspector
Mrs Charlotte Bingham Brindle	Compliance team inspector (Director of compliance, IAPS school)
Mr Matthew Jelley	Team inspector (Deputy head, ISA school)