



**ISI** Independent  
Schools  
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS**

**BROOKE PRIORY SCHOOL**

**OCTOBER 2017**



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## SCHOOL'S DETAILS

<b>School</b>	Brooke Priory School			
<b>DfE number</b>	857/6003			
<b>Address</b>	Brooke Priory School Station Approach Oakham Rutland LE15 6QW			
<b>Telephone number</b>	01572 724778			
<b>Email address</b>	admin@brooke.rutland.sch.uk			
<b>Headmaster</b>	Mr Roger Outwin-Flinders			
<b>Proprietor</b>	Brooke Priory School Ltd			
<b>Age range</b>	2 to 11			
<b>Number of pupils on roll</b>	179			
	<b>Boys</b>	91	<b>Girls</b>	88
	<b>Day pupils</b>	179	<b>Boarders</b>	0
	<b>EYFS</b>	37	<b>Juniors</b>	142
<b>Inspection dates</b>	3 to 5 October 2017			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Brooke Priory is a co-educational preparatory school for pupils aged between 2 and 11 years old. It was founded in 1989 and moved to its current site in 1996. The current headmaster took up his post in September 2017. The school is owned and governed by Brooke Priory School Ltd.
- 1.2 The school comprises three sections: Early Years Foundation Stage (EYFS), for children aged 2 to 5 years; Pre-Prep, for pupils aged 5 to 7 years; and Prep, for pupils aged 7 to 11 years.

### **What the school seeks to do**

- 1.3 The school aims to provide a safe, secure, caring, happy and inclusive family environment. It seeks to encourage children to realise their potential through the recognition of personal interests, ability and pursuit of excellence. The school endeavours to enable pupils to be courteous, well-mannered and develop a high standard of self-discipline.

### **About the pupils**

- 1.4 Pupils come from a range of backgrounds, mostly from families living within a 20-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 30 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyscalculia and other conditions, 22 of whom receive additional specialist support. One pupil has an educational, health care plan (EHC). Six pupils have English as an additional language (EAL), none of whom require additional support for their English. Data used by the school have identified a small minority of pupils as being most able in the school's population, and the curriculum is modified for them.

## 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 almost all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.

### PART 1 – Quality of education provided

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 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 school does not always carry out checks against the barred list or prohibition from teaching or management orders (when appropriate) before staff take up their posts, as required by current statutory guidance.
- 2.9 **The standards relating to welfare, health and safety in paragraphs 9-17, 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, but those in paragraphs 7(a) and (b) [safeguarding] are not met.**

#### Action point 1

- the school must ensure that it carries out checks against the barred list before staff take up their posts, as required by current statutory guidance [paragraph 7(a) and (b)]

#### Action point 2

- the school must ensure that it carries out checks against the prohibition from teaching and management orders (when appropriate) before staff take up their posts, as required by current statutory guidance [paragraph 7(a) and (b)]

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

- 2.10 The school makes some appropriate checks to ensure the suitability of staff and proprietors and a register is kept as required.
- 2.11 The school does not always check medical fitness of all staff before they commence work at the school.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18(2)(a) and (b), 18(c)(i), (iii) and (iv), 18(2)(e), 20 and 21 are met, but those in paragraph 18(2)(c) and 18(3) are not met.**

### **Action point 3**

- the school must ensure that it checks the medical fitness of all staff [paragraph 18(2)(c)(ii)]

### **Action point 4**

- the school must ensure that medical fitness checks are carried out before staff commence work at the school [paragraph 18(3)]

## **PART 5 – Premises of and accommodation at schools**

- 2.13 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their 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.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

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

- 2.15 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 those 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, and its results in public examinations, 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.
- 2.16 The standard relating to the provision of information [paragraph 32] is met.**

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

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

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

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and they actively promote the well-being of the pupils.
- 2.20 The proprietor does not ensure that leadership and management fulfil their responsibilities effectively, so that other standards are consistently met.
- 2.21 The standards relating to leadership and management of the school in sub-paragraphs 34(a) and (c) are met but those in sub-paragraph 34(b) [fulfilment of responsibilities] are not met.**

**Action point 5**

- **the proprietor must ensure that leadership and management fulfil their responsibilities effectively, so that other standards are consistently met [paragraph 34(b)]**

### 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. 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>
Kindergarten	Reception

## Key Findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils, including those in the EYFS, make excellent progress from their starting points and achieve very highly.
  - Pupils are extremely competent communicators.
  - Pupils' attitudes to learning are outstanding. They relish the opportunity to work collaboratively and they delight in their achievement and those of their peers.
  - Pupils' achievements in art, drama, music and sport are exceptional.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate mature self-esteem and self-confidence.
  - Pupils' behaviour is excellent. They show outstanding respect and kindness towards one another.
  - Pupils show the highest regard for pupils from their own and other cultures where they are fully accepted and respected.
  - Pupils take pride in their positions of responsibility within the school and show a strong commitment to enrich the lives of others.

## Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Further develop the use of information and communication technology (ICT) to strengthen pupils' application of their ICT skills across a wider range of subjects.

## THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils, including those in the EYFS, are confident and competent learners who achieve success. Pupils acquire excellent levels of knowledge, understanding and skills in relation to their abilities and demonstrate superb performance and creativity in their extra-curricular activities. Throughout the school, pupils achieve notably high standards across the curriculum.
- 3.6 EYFS children's skills are developed very effectively through the planning of activities which reflect their interest and thorough on-going assessment of their needs. As pupils move through the school, their levels of attainment continue to improve at an excellent pace due to high expectations of teachers and well-planned lessons which are sensitive to pupil's needs and abilities and very much supports all pupil's learning. For example, in the EYFS, a wide range of ball skills activities and high adult/child ratio, ensured individual needs were met and all children made progress. Similarly, in a prep school science lesson, the teacher's knowledge of the pupils allowed for collaborative group work where the pupils worked together very well to model, dramatically, heliocentric and geocentric models of the solar system.
- 3.7 Pupils with SEND and EAL also make excellent progress as they are extremely well supported and their progress is carefully monitored with appropriate intervention. More able pupils respond to the challenges provided with the result that their learning accelerates. In an English lesson with older pupils, high achievers were using similes and metaphors effectively to have a more powerful effect on the reader and in other prep school English activities, more able pupils demonstrated detailed and sophisticated knowledge during a discussion on the EU referendum. Leaders ensure that staff assess and monitor the progress of all pupils, particularly in mathematics and English, and use this

information to ensure the pupils are given appropriate challenges and support with the result that 70 per cent of pupils are achieving expected or higher than the norm for their age group and a small minority are achieving even higher.

- 3.8 Pupils, across the school are very effective communicators and develop their language skills exceptionally well. They are confident and articulate speakers and attentive, sympathetic and patient listeners. Pupils read skilfully and with pleasure, and their writing is accurate, fluent and often vibrant, with high level language being used to good effect in all age groups. In pre-prep, pupils confidently use adjectives to further describe nouns, and in a prep shared writing activity, thoughtful and considered written evidence of debate was used to reflect the proper gender for Doctor Who and whether daleks should be allowed to live on earth. Pupils apply these skills extremely well across the full curriculum. By the time they have left the EYFS, pupils have developed strong phonetic skills which enable them to read well and older pupils apply their reading skills extremely well. Older pupils in prep were confidently using comprehension questions to gain understanding from a guided reading text and more able pupils were able to identify and understand the difficulty of answering questions related to inference.
- 3.9 All pupils are enthusiastic and eagerly participate in activities that are made available, where they are able to explain their reasoning and ideas as well as opportunities to speak publicly in school productions and assemblies. In the pre-prep harvest assembly, children and younger pupils performed actions and songs as well as a music ensemble and choir performance, in front of a large audience of parents with great confidence, ability and enjoyment.
- 3.10 Pupils of all ages demonstrate outstanding levels of competence in numeracy, as exemplified by the school's record of success in the National Primary Mathematics Challenge. Pupils successfully apply their mathematical skills to other subjects such as science and to other activities such as the board games club. Pupils make superb progress in mathematics because they are well-challenged by questioning matched to their abilities, and through tasks which enable all, and the most able, pupils to succeed. EYFS children demonstrated their understanding of ordering numbers to ten and beyond while performing a Grand Old Duke of York song. Young pre-prep pupils ably added and subtracted ten from a two-digit number using a hundred square, whilst simultaneously observing the pattern of movement with great excitement and sense of achievement. The oldest pupils, have an extensive knowledge of mathematical formulae and can solve complex mathematical problems effectively. High achieving older pupils are able to utilise their understanding of BIDMAS to calculate equations.
- 3.11 All pupils have good information communication technology skills, knowledge and understanding. They independently use technology equipment such as computers, tablets and programmable robots and their progress in subjects such as English and history benefits as a result where they use their word processing skills to report the discovery of a World War Two bomber in newspaper articles. Pupils are able to use Beebots to write and test algorithms. However, technology is not used consistently across the curriculum to enhance research and recording skills in other subject areas.
- 3.12 Academic achievement across the school, both in and outside of the classroom, is excellent. Pupils achieve high levels of success in their applications to selective senior schools with a significant number also receiving scholarships. Pupils enjoy notable attainment in the comprehensive range of extra-curricular activities on offer. The school's sporting teams have enjoyed local and regional accomplishment in a variety of activities, including Rutland Schools Athletic Championships, Rutland Cross-Country, Rutland County Netball Champions for under-11s and Midlands Independent Schools Gymnastic Championships where they achieved a team gold for under-11s, as well as four new Midlands Champions.
- 3.13 Specialist and innovative teaching enables pupils of all ages to develop their expressive, creative and artistic skills, and pupil's achievements in the performing arts are outstanding. Children in EYFS were observed eagerly playing African instruments, moving rhythmically to the music and repeated phrases in African without hesitation. Many pupils learn at least one instrument and the various opportunities

in school for pupils to enjoy participating in school choirs, ensembles and plays, encourage pupils to engage in musical and dramatic events in which they are extremely successful. For example, pupils from the school were the winners of the Rotary Club of Rutland Young Musicians. Pupils display well-developed acting skills both in and outside of school and pupils have been cast in lead roles in local theatre productions. The pupils produce outstanding artwork, both individually and collaboratively, demonstrating a growing and strong awareness of the techniques of famous artists. All pupils are enthusiastic and eager to participate in activities that are made available and do so with great enjoyment.

- 3.14 Pupils' attitudes towards learning are outstanding. The pupils produce high quality independent work, such as history research projects and posters about influential scientists. Pupils demonstrate high-level reasoning skills, including skills in critical, analytical and evaluative thinking. For example, in discussions about the referendum on Britain's continued membership of the European Union, older pupils were able to rationalise and explain their views about the possible impact on trade, security and freedom of movement with great maturity. They relish the learning opportunities which the school provides and take great pride in their work, progress and achievements. Pupils are keen to be involved in their learning and show confidence and resilience when engaging in independent work. Effective pupil assessments and setting of own lesson targets shows pupils taking responsibility for and leadership in their own learning.
- 3.15 Pupils enjoy working in groups and, across the whole school, their collaborative work is excellent. They encourage one another and draw on each other's strengths to further their peers understanding. A pre-prep pupil was able to support prep school pupils with their topic of 'rocks'. He brought his personal collection from home, and was able to discuss their origins and properties with confidence to the class, enhancing their understanding of geology.

### **THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 Throughout the school pupils demonstrate high levels of self-esteem and are self-assured in their approach to school life. They show kindness, courtesy and respect for each other and other members of the school community. Their well-developed personal skills are promoted by warm relationships provided by staff who know each individual very well and carefully monitor their welfare. Pupils make the most of opportunities to work with one another and are self-assured in making and justifying their own decisions in class, through the school council and with clubs.
- 3.18 The older pupils proudly take on responsibilities around the school including those of prefect, head boy and head girl, house captain school council and team captains. The school council takes their responsibilities seriously, recognising that it is a democratic way for pupils' views and aspirations to be aired and considered. A number of decisions taken by the school council have directly impacted on the life of the school where the installation of new playground equipment was as a result of requests by the school council. 'Biscuit Time' is also an opportunity for direct pupil evaluation of the school which is reflected in subsequent planning. Pupils have gained much pride and satisfaction from the recognition which this represents. All parents who responded to the questionnaire responses agreed that the school creates an environment which successfully supports their child's personal development.
- 3.19 Pupils behave exceptionally well, show a clear understanding of the difference between right and wrong and are highly responsible members of the school community from an early age. They embody the values of the school which are so effectively modelled by the staff, and their positive behaviour is celebrated throughout the school. In EYFS, 'fabulous flower' petals are awarded to children who have shown exemplary attitudes and behaviour, both in school and at home, and 'positive values certificates' are frequently awarded to pupils from year one upwards. Pupils show unwavering courtesy towards each other and respect for peers and adults alike.

- 3.20 Pupils listen attentively to each other's opinions and work extremely well together as a supportive community. From an early age, they learn that decision making is part of everyday life and that actions have consequences. Pupil's high self-esteem is further underpinned by the variety of reward systems in place and there are few needs for sanctions, although pupils are aware of and understand them. Pupils value the recognition of their achievements and rewards which are regularly celebrated during whole school assemblies.
- 3.21 Pupils spiritual development is strong. They enjoy activities on 'Welly Days', where all pupils experience a day of collaborative outdoor learning which enables them to closely encounter the natural world. Pupils demonstrate appreciation of the non-material aspects of life through nature and relish opportunities to sit and reflect with pupils speaking wistfully of watching the sky from the school grounds, identifying animal shapes in cloud formations. They are calm and empathic and welcome the opportunities to reflect, through activities such as assembly and the Prayer Room Day and they show a strong understanding of major world faiths gained through religious education (RE) lessons and the school's celebration of major religious festivals. They understand the part that music plays in giving them pleasure and they demonstrate excellent aesthetic appreciation of art and literature. Superb creative and aesthetic achievement is evident in the wide range of self-chosen year six projects where, those incorporating music, compose and record their pieces using Sibelius.
- 3.22 Strong teamwork is evident across the full age range of pupils. In the classroom, on the stage and on the games field, pupils collaborate most effectively, drawing on each other's strengths and providing mutual support. Pupils greatly appreciate the extensive school trips to support their learning in hands-on activities and the residential trips for pupils from year three further helps them to develop collaboration; teamwork; responsibility and respect. They use their initiative and independence and take leadership in their own personal development. In the questionnaire, all pupils and parents agreed that the school actively promotes and encourages them to behave well, a reflection of the school aim for children to be courteous, well-mannered and develop a high standard of self-discipline.
- 3.23 Pupils take pride in their positions of responsibility and execute them effectively. The older pupils particularly rise to the role of 'buddy' to the younger children who, in turn, gain exceptional gratification from this partnership and speak of it affectionately. These buddies are extremely important to them and they look forward to their time together. Pupils show a strong commitment to enriching the lives of others, in school, in the local community and further afield, raising money both in individual activities such as a long distant sponsored run, to whole school initiatives, such as the school fete. Charitable activities are inspired and led by pupils via the school council pupils where there is a willingness to contribute to the school family and the wider community. The Brooke Singers perform at a local care home and the school musicians perform at local venues.
- 3.24 Pupil visits support local commerce and the younger pupils discuss, with great enthusiasm, their visits to the local osprey sanctuary where they support conservation activities. The older pupils gain insight to the lives of pupils in the wider world when they have the opportunity to skype a primary school in Tangy, Gambia to discuss and compare similarities and differences in their lives. Leaders' emphasis on delivering the personal, social, health and education (PSHE) programme, supports and strengthens the pupils understanding of the needs of others. They look after each other's welfare and are mindful of the feelings of others from an early age both in and out of the classroom. When at play, they are aware of pupils sitting on the 'lonely bench', a strategy to encourage friendships and support for pupils feeling sad or lonely, and they quickly invite them to join in with their games. Pupils greatly value diversity within society and they benefit from sharing their various experiences and languages. They make an outstanding contribution to the lives of others in the school. Pupils are respectful of peers from different backgrounds and cultures and particularly enjoy the talks and cultural activities provided by Indian and Chinese parents to support their understanding.
- 3.25 Pupils feel safe in the school and well-cared for. They have a strong awareness of how to keep themselves safe physically and have an excellent age-appropriate understanding on how to keep safe on-line, developed through initiatives such as the school's internet safety week. Pupils throughout the

school lead active and healthy lives. They are aware of the need to eat healthily, drink lots of water and the importance of physical exercise. They take advantage of the many opportunities to participate in sports and games both in school and at after school clubs. By the time they are ready to move on to senior schools, they have developed into mature and responsible pupils, prepared and able contribute to British society and to the wider world.

#### **4. INSPECTION EVIDENCE**

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a member of the proprietary body, 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 pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

#### **Inspectors**

Mrs Julie Lowe	Reporting inspector
Mr Oliver Bullock	Compliance team inspector (Deputy head, IAPS school)
Mr Dominic Crehan	Team inspector (Principal, IAPS school)