

**Focused Compliance and Educational Quality Inspection Reports**

**Norfolk House School**

**September 2018**



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### School's Details

<b>School</b>	Norfolk House School			
<b>DfE number</b>	330/6027			
<b>Address</b>	4 Norfolk Road Edgbaston Birmingham West Midlands B15 3PS			
<b>Telephone number</b>	0121 4547021			
<b>Email address</b>	info@norfolkhouseschool.co.uk			
<b>Headmistress</b>	Mrs Susannah Palmer			
<b>Proprietor</b>	Norfolk House School Limited			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	137			
	<b>Boys</b>	79	<b>Girls</b>	58
	<b>EYFS</b>	36	<b>Juniors</b>	101
<b>Inspection dates</b>	25 to 27 September 2018			

## **1. Background Information**

### **About the school**

- 1.1 Norfolk House School is a preparatory day school for boys and girls from the ages of 3 to 11 years. It is situated in Edgbaston, Birmingham, and was founded in 1967. The school's proprietor is a limited company, the board of which is responsible for its governance. Since the previous inspection, the school has undergone extensive refurbishment including provision of a new Transition classroom. The current headmistress has been in post since September 2018. The school consists of an Early Years Foundation Stage (EYFS) department for children under five years of age and has one class in each year group from Year 1 to Year 6.

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

- 1.2 The school aims to provide all pupils with opportunities to achieve their academic potential and to encourage a lifelong enthusiasm for learning. It seeks to create a family environment which addresses all aspects of children's spiritual, moral, social, and cultural development, and in which children are safe, happy, motivated, fulfilled and confident, and feel valued. It aspires to develop mutual respect, tolerance and understanding, and enable pupils to grow as caring, responsible citizens who will accept responsibility and make a positive contribution to the community and society.

### **About the pupils**

- 1.3 Pupils come from professional and business families based in the local area whose ethnic backgrounds reflect the wide diversity of the local community. Nationally standardised test data indicate the ability profile of the school is above average. The school has identified seven pupils as having special educational needs and/or disabilities (SEND), all of whom receive specialist in-class support. No pupil in the school has an education, health and care plan or a statement of special educational needs. English is an additional language (EAL) for two pupils, who are competent in spoken English. Data used by the school have identified fifteen pupils as being the most able in its population, for whom the curriculum is modified and participation in challenges, quizzes and competitions is arranged.

## 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 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 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 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.
- 2.12 **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. 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>
Transition	Nursery



## Key findings

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

- Pupils achieve excellent results in competitive entry examinations for senior schools, with most being successful in gaining places at the school of their choice.
- Pupils of all ages and abilities have positive attitudes to learning and achieve a good level of success.
- Pupils across the school demonstrate strong communication skills which they successfully apply to all areas of learning.
- Older pupils demonstrate a good level of information, communication and technology (ICT) skills but do not use them consistently as a regular resource for learning; younger pupils have limited ICT skills due to the limited opportunities they have to use ICT in their work.

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

- The social development of pupils is excellent.
- Pupils build strong relationships with their peers and the staff, including support staff.
- Older pupils develop strong leadership skills through the many opportunities they are given.
- Pupils have a high level of awareness as to how to keep safe at school and in the wider community, and emphasise that they feel safe and secure at all times.

## Recommendations

3.3 The school is advised to make the following improvements:

- Improve pupils' independent thinking and verbal contributions to questioning by monitoring teaching, so that best practice is shared amongst the whole staff.
- Increase the provision and range of extra-curricular activities, so that pupils can develop new interests, acquire new skills and increase their participation in a variety of enriching activities.
- Develop ICT skills in all pupils, especially younger pupils, in order to enhance learning by extending the use of ICT across the curriculum.

## The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 The attainment of pupils of all ages and abilities, including those with SEND or EAL, and those who are more able, is good. In the EYFS, caring, sensitive teaching ensures that individual needs are catered for, enabling children to make significant progress. Most make rapid progress in order to achieve the expected learning outcomes by the time they finish Reception, and in many cases exceed them. Older pupils achieve high standards in their standardised assessments in English, mathematics, and verbal and non-verbal reasoning. Pupils are aware of their learning objectives in all subjects, and individual targets resulting from careful teacher assessment, and these enable them to achieve well. Based on evidence from lessons and work seen, and interviews with pupils, they make good progress over time. As a result, teachers have a very good knowledge of the strengths and weaknesses of their pupils. Work is matched to the ability of the pupils and in-class support enables the lower attainers to achieve well and have high self-esteem.
- 3.6 Pupils throughout the school develop good knowledge in all areas of learning, and acquire skills that help them to apply their understanding. Children in the EYFS acquire good early literacy and numeracy skills, and junior pupils eagerly absorb new information about topics that interest them. All pupils show great creativity in music and art. Transition children demonstrated great concentration, co-ordination and listening skills as they played rhythms on percussion instruments. Pupils in Year 6 worked collaboratively to play instruments in unison with a samba rhythm. Despite having limited space for physical education (PE), pupils participate fully and enthusiastically in all PE lessons and develop good teamwork. They demonstrate a range of good skills and techniques in art, including aboriginal art designs, sculptures based on Rousseau, and pencil drawing using a variety of techniques. Wherever possible, a thematic approach to learning enables younger pupils to make links in their learning and use skills across the whole curriculum. On a dinosaur-themed topic, children in the EYFS were able to develop strong observational skills as they studied fossils, good critical thinking skills as they tested the sharpness of dinosaur teeth, and keen problem-solving skills as they worked out the area of a dinosaur's footprint.
- 3.7 Pupils across the school demonstrate good communication skills which they successfully apply to all areas of learning. Encouraged by the teacher's probing and open-ended questions, 'show and tell' opportunities enable younger pupils to confidently tell their peers about an item brought in from home. Adults skilfully model the correct pronunciation of words and nurture good listening skills for those with less well-developed speaking skills, as seen in Transition when sharing a book about fruit. Most older pupils are keen, articulate debaters, who value the opportunity they have to further improve their speaking skills through extra-curricular speech and elocution lessons. Such skills were under-developed in pupils when lessons were overly directed by the teacher. Opportunities for exploring issues were limited and discussion was not allowed to develop. As a result, pupils did not engage in thought-provoking debate and express their own views about the topic. Children in the EYFS listen attentively, and are keen to volunteer answers to thought-provoking questions posed by staff, often centred around their favourite books. Where classrooms have a good range of attractively displayed books, pupils are keen to choose books for pleasure and information, but not all classrooms were equally well-resourced. Opportunities for emerging writing skills are ever present in Transition. Older pupils successfully write in a number of genres and effectively use new vocabulary in their written work.

- 3.8 Pupils of all ages and abilities achieve good levels of attainment in numeracy, and they can effectively apply their knowledge and skills to other areas of learning. Assessment at the start of a topic enables teachers to identify what pupils know and to challenge them appropriately. Children in the EYFS solve simple addition and subtraction calculations up to 20. Year 2 pupils partition two- and three-digit numbers into hundreds, tens and ones and know the properties of simple two- and three-dimensional shapes. Year 6 pupils understand the concept of negative numbers and apply this to real life situations, as seen in their discussion on temperature.
- 3.9 Older pupils demonstrate a good level of skill in ICT in some areas of the curriculum, but do not use it consistently as a regular resource for learning. Pupils reported they do not use ICT in subjects other than history, English and science, and for coding. Year 4 pupils made a presentation and produced a fact sheet using information they had researched on Anne Frank. Year 5 pupils used tablets to research facts of Henry VIII, and Year 4 pupils used tablets to contribute their answers to a presentation on diversity in religious education. Pupils' competence is further developed through extra-curricular activities such as a coding club, and other opportunities in school such as projecting the words to songs in assembly.
- 3.10 Pupils from the earliest age develop effective study skills. In their pre-inspection questionnaire responses, most said the school helps them learn and make progress, although a small minority of pupils felt that feedback and marking does not help them improve. Teachers' comments seen in pupils' books often repeated the learning objective rather than give constructive criticism about the work done. Children in the EYFS apply problem-solving and thinking skills to real-life situations, as seen when the youngest pupils analysed the evidence they had found when searching for the 'Gruffalo'. Year 6 pupils were clearly able to think critically when they planned their investigation of a hypothetical crime scene linked to their science topic on light and dark. Older pupils were able to hypothesise and draw inference and resolution when they considered possible alternative endings to a story. More able pupils demonstrated higher-order reading skills as they skim-read a text for the most relevant information and then wrote a precis of what they had collected. Junior pupils actively engaged in a range of opportunities for investigation and problem-solving during whole-school cross-curricular themed weeks; during a science, technology, engineering and maths week, different age groups were able to test rockets powered by balloons, extract DNA from a strawberry, and build a tower out of art straws based on the geometrical shapes in the Eiffel Tower. Attendance at activity days run by senior schools stimulates pupils thinking skills and enables them to apply them to real life situations.
- 3.11 Pupils achieve excellent results in competitive entry examinations for senior schools, with most being successful in gaining places at the school of their choice. Encouraged by enthusiastic, dedicated staff, they achieve significant success in the limited range of regional and national competitions the school enters, such as a national handwriting competition, the Primary Mathematics Challenge, and the ISA's Midlands Art Competition. Pupils achieve excellent results in speech and elocution awards, the vast majority achieving distinction, and the few pupils that enter rudimentary violin and guitar examinations achieve commendable results. Pupils participate fully and enthusiastically in all sporting opportunities the school provides, but in discussion they felt the opportunities to use their skills in a competitive situation are limited. Junior pupils acquire basic skills in a good selection of extra-curricular sports clubs, but regret the lack of opportunity to take part in inter-school sports matches. More able pupils are keen to take part in certain extra-curricular activities for selected pupils only. The limited extra-curricular programme available to some age groups does not enable pupils to develop a broad range of skills and interests, and a small minority of parents stated in their questionnaire responses that they did not feel the school provides a suitable range of extra-curricular activities.

3.12 Pupils of all ages and abilities have positive attitudes to learning. Almost all pupils stated in their pre-inspection questionnaire responses that they felt the school encourages them to think and learn for themselves. Enthusiastic teaching in most subjects and a tangible rapport between pupil and teacher ensures that pupils have a strong desire to learn. Where lessons allow pupils to interact, discuss and explore, they participate fully and take great pride in their learning. Lively delivery, fast pace and the posing of thought-provoking, challenging questions make pupils keen to participate and extend their knowledge further. Strategies such as peer marking enable them to fully engage in learning from their mistakes in a constructive way. Less positive attitudes to learning exist where pupils are not encouraged to interact or expand on their views, or where they struggle to work collaboratively due to lower expectations from the teacher. Where physical classroom space allows, pupils develop effective learning skills, including working independently and taking initiative in their learning. In most lessons, pupils work conscientiously, whether in pairs, small groups or independently. Excellent collaboration was seen as Reception children eagerly searched to find the 'Gruffalo' outside, and when Year 2 worked in pairs on a mathematics activity partitioning numbers. Pupils showed great concentration and attention to detail when drawing their self-portraits in Year 1 art.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is good.
- 3.14 Most pupils of all ages and abilities, including those with SEND or EAL and the more able, have high levels of self-knowledge, self-discipline and resilience. They demonstrate good learning habits which are supported through motivational displays around the school, such as the 'Learning Superheroes' in Transition. Pupils reflect thoughtfully on what they want to achieve at school, as seen in Year 4's 'Aspiration Tree'. In discussion, junior pupils came across as confident and self-assured. As they progress through the school, pupils grow in self-esteem and are aware of their own strengths and weaknesses. The leadership and management have successfully created a 'have a go' culture in which pupils thrive and which empowers them to make mistakes in order to learn. Sympathetic, focused teaching ensures that pupils know what they are good at and where they need to improve. Pupils feel teachers are always approachable, and celebrate things that are done well even in work where they experience difficulties. Year 6 pupils feel extremely well prepared academically for the next stage of their education and value teachers' support in allaying any anxieties when telling them what to expect.
- 3.15 Pupils make sensible choices and are fully aware that the decisions they make will impact directly on their own success. Open-ended questioning by staff in the EYFS carefully guides and encourages children to think about the choices they make. Across all aspects of school life, staff help pupils to understand that everyone has a choice in the decisions they make, and that good decisions often result in praise and reward. Through the personal, social, health education (PSHE) curriculum, pupils think about the impact of their actions on others.
- 3.16 Pupils of all ages develop a good awareness of spirituality. They unite in regular assemblies to sing joyful, uplifting songs centred around community life. Active participation in the message of assemblies through role-play enables pupils to reflect and empathise. Junior pupils contemplate similarities and differences of comparative religions such as Hinduism, Judaism and Islam, and extend their knowledge and understanding through discussion of a diverse range of celebrations including Rakhri and Full Moon Day. They are aware of the need for tolerance in a multi-faith society. Pupils have good opportunities to appreciate the non-material aspects of life through art, topic work and literature. In the EYFS, children reflect on the awe and wonder of the world as they explore the Nursery garden. Reception children gain an appreciation of the scale of the natural world in a 'hug a tree' session. Year 4 pupils reflected sensitively on Anne Frank's diaries. Older pupils explained how lucky they were to turn on a tap to get running water, when elsewhere in the world people have to walk for miles to get a bucketful.
- 3.17 Pupils of all ages are polite, respectful, and courteous towards staff and other pupils. On the few occasions when pupils did not show respect, staff were not consistent in demanding the same levels of behaviour across all lessons. Children in the EYFS know they should have 'kind hands, words and feet'. They know there are consequences arising from the way they behave, and the need for making good choices is embedded at an early age. Pupils understand and follow closely the school values, and collaborate and contribute sensible ideas when negotiating class rules. The leadership and management have been successful in empowering pupils to make their views known and they can clearly articulate why the school community needs the same values to work harmoniously together. Pupils have a well-developed moral code which enables them to distinguish right from wrong, and they take responsibility for their own behaviour. Older pupils show care and concern for pupils younger than themselves and take on responsibility when the opportunity allows, such as holding hands on the walk to church.

- 3.18 Pupils' social development is excellent and parents stated overwhelmingly in their questionnaire responses that they felt the school helps their children to develop strong teamwork and social skills. Children in the EYFS acquire excellent team working skills through their activities in the Nursery garden. Junior pupils were often seen collaborating effectively, engaging in lively discussion and enjoying successfully completed shared tasks. Those elected to the school council work together effectively to achieve common goals, such as providing new equipment for the playground whilst being mindful that all age groups must benefit. The leadership and management have created a strong team ethic exemplified in the house system that enables pupils to successfully work across year groups towards common goals. The school's culture, whereby older pupils actively look out for the welfare of younger ones, is tangible, and they readily take on responsibility when the opportunity allows. Pupils feel positive about the school community and their place within it. They build strong relationships and feel respected by their warm, friendly teachers, who have high expectations of them in all aspects of school life.
- 3.19 Pupils of all ages develop high self-esteem through opportunities to demonstrate leadership skills, from special helpers in the EYFS to a variety of roles in the junior school. All Year 6 pupils enthusiastically undertake the various leadership roles they are given, including house captains, school councillors and 'wake and shake' leaders. They eagerly await the announcement of who is to be made prefects after half term, which the leadership recognise is important for their personal development. Pupils are confident to put forward their views for the school community through the school council. They develop a growing awareness of the needs of others in the local community through activities such as providing items for the food bank as part of their harvest celebration, and singing at a local home for the elderly. All pupils take part enthusiastically in fund-raising activities such as non-uniform days, which contribute to the wider environment through raising money during national charitable events. This contributes to their social development by enabling them to develop an appreciation of the advantages they have in life, and successfully fulfils the school's aim to enable pupils to grow as caring, responsible citizens.
- 3.20 Pupils see no difference between those of other beliefs and cultures, and unquestioningly respect the rights of people to hold differing views to themselves. They gain a broad insight into different faiths and cultures through discussion with their peers, and they are able to retell stories that they find particularly inspirational or thought-provoking. Older pupils are keenly aware of problems that arise from lack of tolerance in the adult world, and are beginning to see that such attitudes will directly affect the world they will live in as adults. Parents in their questionnaire responses overwhelmingly agreed that the school actively promotes values of democracy, respect and tolerance of those with different faiths and beliefs, and pupils also strongly felt the school actively promotes these values.
- 3.21 Pupils are able to explain how to stay safe and to keep fit and healthy. The school actively encourages healthy eating, involving pupils in developing a range of healthy choices for lunch. Children in the EYFS understand that food gives them energy to run around, and junior pupils enthusiastically explained that the 'wake and shake' activity at the start of the day enables them to get their hearts pumping and increases the flow of blood to the brain. Through PSHE lessons and assemblies, pupils are aware of 'stranger danger', and they feel confident in being able to share concerns with a trusted member of staff. Internet safety is regularly reinforced in lessons and, in their questionnaire responses, the overwhelming majority of pupils felt they know how to stay safe online. Younger pupils clearly understood the safest way to use equipment such as scissors, and older pupils are diligent in taking care not to bump into younger pupils in the playground. Older pupils talk maturely about the anxiety some might experience in approaching examinations, but they feel fully supported by sympathetic staff and appreciate activities that help them develop a mental resilience and encourage them to relax.

#### **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 director, 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. 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**

Dr Wendy Bowring	Reporting inspector
Mr Andrew Greenway	Compliance team inspector (deputy head, IAPS school)
Mrs Janet Lowe	Team inspector (headmistress, ISA school)