



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Carrdus School

May 2019



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School's Details

School	Carrdus School			
DfE number	928/6046			
Registered charity number	1042783			
Address	Carrdus School Banbury Oxon OX17 2BS			
Telephone number	01925 263733			
Email address	office@carrdusschool.com			
Headteacher	Mr Edward Way			
Chair of governors	Mr John Gloag			
Age range	3 to 11			
Number of pupils on roll	120			
	Boys	21	Girls	99
	EYFS	30	Lower School	28
	Upper	62		
Inspection dates	21 to 23 May 2019			

1. Background Information

About the school

- 1.1 Carrdus School is an independent day school for boys aged 3 to 8 and girls aged 3 to 11 years. The school is owned by Tudor Hall School, which is a registered charity whose board of governors oversee the running of the school, assisted by the Carrdus committee.
- 1.2 Since the last inspection the senior management team has been restructured to include a deputy head and heads of achievement, personal development and curriculum development.
- 1.3 The school comprises the Early Years Foundation Stage (EYFS) for children aged from 3 to 5 years, the lower school for pupils aged from 5 to 7 years and the upper school for pupils aged from 7 to 11 years.

What the school seeks to do

- 1.4 The school aims to offer academic rigour with nature and imagination at its heart, and to give each child a happy and confident start to school life by focusing on the individual. It seeks to help pupils to become independent, resilient, fully prepared to do their best, and aspirational and empathetic to those around them.

About the pupils

- 1.5 Pupils come from a range of professional and business backgrounds, mostly from white British families living within a 15-mile radius of the school. Data provided by the school indicate that the ability of the pupils is above average. The school has identified 23 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 17 of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for four pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 20 pupils as being the more able in the school's population, and the curriculum is modified for them and for 41 other pupils because of their special talents in music, drama, art and sport.

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. 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.

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 pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.12 **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 pupils 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>
Lower school	Key Stage 1
Upper school	Key Stage 2

Key findings

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

- From the EYFS, pupils' achievements across a broad and challenging curriculum are excellent.
- Pupils relish challenge and are confident learners, demonstrating well-developed creativity and the ability to draw upon a wide range of sources to refine and develop their ideas.
- The progress and achievement of pupils with SEND and EAL are excellent.
- Pupils are excellent and articulate communicators, demonstrating well-developed creativity to refine their own ideas in line with the school aims.
- Pupils' excellent achievements result from their extremely positive attitudes to learning and strong support and feedback from teachers.

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

- Pupils demonstrate exceptionally strong levels of self-knowledge and an objective awareness of their strengths and areas for development, due to strong pastoral support from the school.
- Pupils show an advanced sense of moral understanding and exemplary behaviour.
- Pupils' ability to work collaboratively is exceptional, enabling them to have a healthy, mature debate without arguing.

Recommendation

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

- Further strengthen pupils' ability to use information and communication technology (ICT) skills to deepen their learning across the curriculum.

The quality of pupils' academic and other achievements

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

3.5 In the Early Years Foundation Stage (EYFS), pupils make rapid progress from their starting points; the vast majority reach the expected levels of development for their age and many exceed them. Pupils continue to make excellent progress throughout the school because of the challenge and support they receive from teachers. This is supported by leaders' extensive and meticulous use of tracking systems and assessment data, followed up by excellent liaison between key staff ensuring quick intervention if there is a concern. Academic leadership has developed highly effective systems determined to improve progress of all pupils, thus pupils with SEND and EAL make similar progress to other pupils and achieve well in relation to their needs, due to the accurate interpretation of assessment results and close liaison with parents. More able pupils respond to appropriate challenge in lessons, so that many accelerate their progress. The school does not take part in National Curriculum tests but evidence from lesson observations, scrutiny of pupils' work and the school's own assessment data, show attainment to be above average in relation to national age-related expectations. Consequently, pupils are successful in gaining places at senior schools of their choice, many of which are academically selective, and a number of scholarships are offered each year. A very large majority of parents and all pupils who responded to the questionnaire agreed that the school enables them to learn and make good progress.

- 3.6 Pupils throughout the school acquire and demonstrate high levels of knowledge, understanding and skills across a wide range of subjects in the skill-based curriculum, which enables them to develop and apply their skills and knowledge to a broad and challenging programme of work enhanced by the excellent relationships between staff and pupils. In a Year 2 art lesson, pupils created sensitive and imaginative drawings, responding to a lesson on a nineteenth century botanical artist. Using excellent vocabulary, they made comparisons and were able to discuss how the artist's travels to the jungle and forests of faraway places stimulated her work. They learned rapidly, responding to the atmosphere of trust created by the teaching and practised a range of skills, all carefully integrated into the teaching. In a Year 6 history lesson, prior teaching and learning and a visit to Bletchley Park, along with the pupils' self-initiated fact-finding on the topic of evacuees in World War 2, resulted in pupils demonstrating excellent use of historical knowledge from their theme, to inform diary writing. Scrutiny of pupils' work revealed development in core subjects well beyond age-related expectations and many examples of higher-level thinking. In a Year 4 swimming lesson, pupils demonstrated that they were strong swimmers and understood how to be efficient in water, supported and encouraged by strong teaching and clear instruction which included progression and explanation. Meanwhile, less able swimmers were receiving positive encouragement and individual support. Most parents who responded to the questionnaires agreed that the school helped their child to develop skills for the future.
- 3.7 Pupils of all ages demonstrate outstanding communication skills. EYFS children were observed confidently sharing their ideas about plans for the day with each other and with their teacher. The youngest children soon become confident writers who use their phonics skills very effectively. In a Year 3 personal, social, health and economic education (PSHE) lesson on world conservation, a high level of discussion and debate was being demonstrated by pupils and time was given to allow them to share their opinions, which they did with enthusiasm and confidence. The introduction of 'talk partners' has encouraged confidence in pupils to explain their thinking and not worry about being wrong in front of others. In interviews, it was obvious that pupils relish this and it is an important part of their success. In a Reception literacy lesson, pupils were applying their knowledge of dinosaurs to answer open-ended questions posed by the teacher who was allowing the children time to explore their ideas and then discuss with their talk partner, before presenting in front of everyone. Minimal interruption initially, followed by higher level questioning when working together, resulted in pupils making rapid progress within the lesson and importantly, feeling justifiably proud of their success. Similarly, in a Year 6 English lesson, involving diary writing, pupils were given time for peer assessment. They clearly discussed and evaluated their partner's work which pupils were then able to edit and improve.
- 3.8 From the EYFS, pupils achieve high levels of numeracy, applying their mathematical knowledge confidently to problem-solving and reasoning activities across the curriculum. In the EYFS, children use number in their play with confidence and enjoyment, counting in their games and rhymes and quickly recognising numbers. Older pupils make rapid progress, appropriately challenged and encouraged to reach excellent standards for their age and ability. For example, in a Year 4 lesson on decimals, all pupils achieved the objective to order decimals and were able to explain their reasoning. The practical activity allowed the pupils to see how ordering worked before putting it on paper. Repetition of column headings verbally by the teacher helped reinforce how to explain their answers. Pupils produce a substantial quantity and quality of work because mathematical skills are developed in a thorough and systematic way. Pupils' progress is further strengthened by homework strategies such as mental mathematics target cards which enable them to involve their parents.

- 3.9 Pupils are highly competent users of information and communication technology (ICT) resources growing in confidence and independence so that by the upper years they are able to program, demonstrate good keyboard skills and use ICT in their studies for presentation, computation and research. In the lower school, pupils understand algorithm, how to create and debug simple programs, develop logical reasoning skills and take their first steps in using devices to create, organise, store, manipulate and retrieve digital content. In the upper school pupils can create and debug more complicated programs, use websites and other internet services and use devices to collect, analyse and present back data and information. However, the school does not, as yet, fully challenge pupils in the use of ICT across the curriculum. It was evident from work scrutiny and in interviews with pupils, that this could be developed further to deepen pupils' learning across the curriculum reflect the creativity apparent in other areas of the curriculum.
- 3.10 Pupils are confident learners, relish challenge and have well-developed study skills because teachers' questioning consistently challenges pupils to deepen their thinking and to question beyond the obvious. From the EYFS onwards, pupils can synthesise, think for themselves and analyse data and text with increasing skill. Scrutiny of pupils' work and observation in lessons showed that they plan and organise their work effectively and are active participants in lessons. For example, in a Reception lesson, pupils were able to make informed predictions throughout the telling of a story, drawing on their prior knowledge, because of questions such as 'What do you think?' 'How do you know?' The children's responses showed that they were comfortable being challenged to explain the reasoning behind their thinking.
- 3.11 Pupils achieve well across a wide range of activities due to leaders and governors' provision of a broad curriculum and a wide extra-curricular programme which enriches learning and encourages pupils to broaden their interests. In questionnaire responses all parents agreed that that the school provides a good choice of extra-curricular activities. Most pupils learn an instrument and are successful in national music examinations. Pupils achieve success both in team sports and swimming, and in individual activities such as karate, dance and canoeing.
- 3.12 Throughout the school pupils' achievements are strongly promoted by their highly motivated attitudes to learning. They demonstrate high levels of initiative and independence fulfilling the school's aims. They freely work collaboratively and are keen to take the initiative such as when they develop their own charitable projects. This is a direct result of the embedded atmosphere and ethos of the school which encourages being confident to try new things, which all staff, supported by leadership, promote. Pupils are ambitious yet demonstrate a considered approach to their personal progress which they evaluate perceptively as a result of highly effective marking and feedback from teachers. During outdoor learning days, which focus on teamwork and leadership, pupils work in mixed age groups and collaboration is clearly evident as teams work well together to overcome problems. Leaders' and governors' philosophy of developing the individual is reflected in the *Carrdus Pathway*, which pupils are confident and proud to discuss. This contributes greatly to pupils' sense of achievement and the confidence and happiness in the school. A very large majority of parents who responded to the questionnaire agreed that their children's educational needs are effectively met by the school.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate excellent levels of self-knowledge, self-esteem, self-confidence, and resilience, elements of the *Carrdus Pathway*, the holistic approach to development for which the school aims, displayed everywhere and embedded across the school. Pupils commented in interviews that they felt confident because clear, positive feedback from teachers helps improve their learning and confidence. Pupils are ambitious yet demonstrate a considered approach to their personal progress which they evaluate perceptively with growing self-awareness, encouraged to feel that their opinion matters. In work scrutinised, many examples of pupils' self-reflection were evidenced in written comments and dialogue shared between teachers and pupils. In interviews and lessons, pupils demonstrated objective awareness of their strengths and weaknesses and determination to improve, actively encouraged by teachers from the earliest years. In a Year 1 French lesson pupils received constant encouragement to try and not be afraid of making a mistake. The teaching was constantly challenging and supporting pupils to do their best and move on as they tried out new phrases and words about colours. EYFS children explained that they were making glitter pictures by themselves because they wanted to try their own ideas out and could try again if they did not succeed. Older pupils continue to build self-confidence and emotional resilience, demonstrated by their thoughtful responses in interviews, through the provision of suitable experiences and training within strong pastoral support, which enables them to discover and accommodate their strengths and areas to develop. Pupils commented in questionnaires and interviews that they gain confidence in their own judgments, because teachers encourage them to try to solve problems and try things out. In line with the school's aims, pupils are encouraged to learn from their mistakes. All pupils and the vast majority of parents who responded to questionnaires agreed that the school helped pupils to be confident and independent.
- 3.15 Pupils make age-appropriate decisions in their learning, understanding with increasing clarity how they can be determinants of their own success. The capacity for decision-making is well-established in the EYFS where children happily choose their activities, supported by well-organised resources which reflect their interests and gentle encouragement from staff. In a group session, children were eager and able to choose to take on different roles of responsibility for the day and in a Year 3 PSHE lesson pupils chose which level of questions to tackle. The school council plays an important role in school decisions and representatives from Year 1 onwards consider requests from their peers and contribute to decisions about which charities to support.
- 3.16 Pupils develop strong spiritual awareness through many opportunities provided to appreciate the world around them and the non-material aspects of life. Thoughtful assemblies enable pupils to reflect upon the spiritual and intangible, such as in an assembly observed, where pupils confidently explained what empathy meant. Through the school's strong focus on the creative arts, pupils delight in opportunities to perform music, confidently performing and enjoying sharing their music with others, important components in their spiritual development. In a Year 1 music lesson pupils were able to communicate clearly, with joy and enthusiasm, how music can illustrate a feeling and through their singing, the sadness of a misunderstood dragon; this was the result of excellent planning and teaching. The high quality of pupils' art displayed around the school reveals their appreciation of beauty and their capacity to think beyond the everyday.

- 3.17 Pupils have a mature understanding of right and wrong. Considerate of others they are well-behaved and courteous, understanding and respecting the simple rules which are first taught in the EYFS and remain unchanged throughout the school. In a Reception lesson, pupils made excellent suggestions of how to keep the environment tidy and why they should follow rules. Pupils' excellent manners and behaviour are evident in lunch and around the school. They appreciate the positive, supportive guidance and role-modelling of staff. Their behaviour is exemplary with sanctions rarely, if ever, required. All parents and pupils, in questionnaire responses agreed that the school actively promotes good behaviour and that sanctions were understood. Pupils said they learn from their mistakes, responding to constant reinforcement of the positive message from leaders and staff. In interviews, pupils said that they believed the behaviour and conduct in the school is excellent because 'everyone believes in it' and younger pupils were keen to show inspectors that the school code of conduct is on nearly every wall in the school. Pupils accept the need for rules. They understand that this is also important at national level.
- 3.18 Pupils' social development is outstanding. Throughout the school they focus on supporting their friends, class and team mates, encouraged by teaching which focuses on collaboration, tolerance and solving problems. In interviews pupils commented positively on the many opportunities both in and out of the classroom to work effectively in groups and pairs to achieve common goals, particularly with their talk partners. Pupils said this strategy helps them to formulate a better understanding, enabling them to revise and hone their initial ideas and that they feel confident working together. From an early age they learn to take turns and share resources, encouraged by focused praise for co-operative behaviour. By the end of the EYFS almost all children exceed nationally expected levels of development for their personal, social and emotional development. Pupils also collaborate well when rehearsing for school productions and demonstrate strong teamwork in sports. Pupils appraise each other's work constructively, due to teaching incorporating the use of talk partners and small group work.
- 3.19 Pupils display a strong sense of belonging and responsibility towards each other and make an excellent contribution to the lives of others within the school, the local community and wider society. Encouraged and fully supported by their teachers, pupils fulfil their responsibilities, for instance in the school council, with enjoyment and commitment. They have very positive attitudes and are keen to volunteer, for example, to take part in assembly and help run their charities. Pupils care for each other, noticing when somebody needs help or support. They go out of their way to give a word of support or an offer of help which impacts extremely positively on the behaviour and morale of the school community. Pupils make a significant contribution to the local community by taking part in a range of events, including singing at a local care home and shopping centre. Pupils initiate their own enterprises to support charities of special interest to them. They speak with depth about the difference they can make to the lives of others. In interviews Year 6 pupils were enthused when talking about their preparations for this term's *Charity Fayre*; they had chosen the charity themselves and they were relishing the responsibility of running it.
- 3.20 Pupils have a positive approach to diversity, whether it be the result of cultural background or ability. This is evident in warm relationships in class and around school, and many interesting displays of pupils' work which acknowledge and celebrate differences. Pupils demonstrated empathetic attitudes when talking to the inspectors, reflecting the emphasis leaders and governors place on empathy as one of the components of the *Carrdus Pathway*. Pupils are sensitive and mutually supportive of one another, expressing genuine praise of one another's achievements. Pupils' strong awareness of world faiths and cultures is enhanced in PSHE and religious education (RE) lessons, assemblies and celebration days, such as recent French and Chinese days when pupils were able to have a French breakfast and Chinese lunch as part of the days' activities. All pupils and all parents who responded to the questionnaires agreed that the school actively promotes values of democracy, respect and tolerance of other people.

- 3.21 Pupils have an excellent awareness of a healthy and balanced lifestyle and from the EYFS onwards know how to keep safe and to be physically and mentally healthy. All pupils who responded to the questionnaire said that they knew how to stay safe when online. Careful planning by leaders and key staff ensures that time is apportioned effectively so that all pupils engage in sufficient physical activity across the curriculum. All pupils develop their fine and gross motor skills during outdoor activities and when enjoying the extensive school grounds and play areas. They understand the importance of a balanced diet and make healthy choices. In interviews pupils spoke with understanding and depth about the importance of mental well-being and the negative impact on people that can result from anxiety. They gave examples of helpful discussion topics in PSHE and assemblies and the support given by staff and the school counsellor so that they can share any concerns.
- 3.22 The vast majority of parents in questionnaire responses agreed that the school supports their children's personal development and meets their pastoral and welfare needs effectively. Throughout the school, a palpable sense of enjoyment and togetherness pervades everything that pupils do. As a result of strong leadership support and highly effective systems, pupils are enabled to flourish so that they are well-prepared for the next stage in 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, 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, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Loraine Cavanagh

Reporting inspector

Mr Ben Walker

Compliance team inspector (Head, IAPS school)

Mrs Hannah Phillips

Team inspector (Deputy head, IAPS school)