



ISI Independent
Schools
Inspectorate

FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS

THE PARAGON SCHOOL

SEPTEMBER 2017



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SCHOOL'S DETAILS

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|----------------------------------|--|-----|-----------------|-----|
| School | The Paragon School | | | |
| DfE number | 800/6004 | | | |
| Registered charity number | 310234 | | | |
| Address | The Paragon School Lyncombe House Lyncombe Vale Bath BA2 4LT | | | |
| Telephone number | 01225 310837 | | | |
| Email address | reception.paragon@priorparkschools.com | | | |
| Head | Mr Andrew Harvey | | | |
| Chair of governors | Mr Michael King | | | |
| Age range | 3 to 11 | | | |
| Number of pupils on roll | 263 | | | |
| | Boys | 140 | Girls | 123 |
| | Nursery | 17 | Pre-prep | 85 |
| | Prep | 161 | | |
| Inspection dates | 12 to 14 September 2017 | | | |

1. BACKGROUND INFORMATION

About the school

- 1.1 The Paragon is the junior school of Prior Park College and is an independent, co-educational day school for children aged between 3 and 11. The school was founded as a Christian school in 1911 and moved to its present site in 1983. It is organised into 3 departments: the Nursery, for children aged 3 and 4 years; the pre-prep for pupils aged 4 to 7; and the prep for pupils aged 7 to 11 years. The school is owned and governed by the Prior Park Education Trust.
- 1.2 Since the last inspection a new music block has been built, and information and communication technology (ICT), art and other facilities have been developed. The current head was appointed in 2012.

What the school seeks to do

- 1.3 The school aims to deliver a broad and balanced education for every child and to promote the importance of moral and spiritual values. It seeks to cultivate a love of learning. The school endeavours to produce school leavers who are confident, capable, compassionate and independent.

About the pupils

- 1.4 Pupils come from professional, business and other backgrounds, mostly from White British families. Nationally standardised test data provided by the school indicate that the ability profile of the school is above average. The school has identified 44 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia, 27 of whom receive additional specialist help. Also, 2 pupils in the school have a statement of special educational needs. English is an additional language for 2 pupils, 1 of whom receives additional support for their English. Data used by the school have identified 40 pupils as the more able in the school's population, and the curriculum is modified for them and for 26 other pupils due to of their special talents in sport, art, music and drama.

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 deficiency as detailed below.

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 Almost all 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 Thorough arrangements are made to safeguard and promote the welfare of pupils by ensuring that all staff are subject to the required recruitment checks, but the timing of these, notably the receipt of references, does not always pay due regard to current statutory guidance.
- 2.9 **The standards relating to welfare, health and safety in paragraphs 6, 9–16, 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 but those in paragraphs 7(a) and (b) [relating to safeguarding] are not met.**

Action point 1

- **the school must ensure that all recruitment checks are carried out when required by current statutory guidance; in particular that the receipt of references is completed before staff commence employment at the school [paragraphs 7(a) and (b)].**

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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.11 **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

2.12 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.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.14 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. They 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.

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

PART 7 – Manner in which complaints are handled

2.16 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.

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

PART 8 – Quality of leadership in and management of schools

2.18 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.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. EDUCATIONAL QUALITY INSPECTION

Preface

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

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

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

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

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

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

Key Findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils make excellent progress and are highly successful in their entry to their chosen senior schools, with many winning academic and other scholarships and awards.
 - Pupils achieve substantial success in a wide range of extra-curricular activities. Their art work is outstanding and they excel in sport.
 - Pupils are confident communicators. They speak eloquently, listen attentively, and write creative and factual reports expressively.
 - Pupils' attitudes to learning are exemplary.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate notably strong self-understanding and confidence.
 - Pupils' social development is excellent. They work together extremely well and display considerable social maturity.
 - Pupils delight in contributing positively to the lives of others and demonstrate great initiative in their support for local and international charities.
 - Pupils take their responsibilities seriously. They are supportive of one another and have a very clear understanding of the differences between right and wrong.

Recommendations

- 3.3 In the context of the excellent outcomes, the school might wish to consider the following:
- Improve pupils' ability to judge their own learning and performance by ensuring that all marking helps to inform pupils what they have done well and what they need to do to improve.
 - Increase opportunities for pupils to demonstrate initiative and independence by extending the provision of extension tasks.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 In their pre-inspection questionnaire responses, all pupils and almost all parents agreed that the school enables pupils to make good progress. Inspection evidence supports this view. From their earliest days in the Early Years Foundation Stage (EYFS), pupils of all ages and abilities make excellent progress overall. Most pupils transfer to Prior Park College with many winning academic and other scholarships and awards. Their success is promoted from their earliest days, with firm foundations laid in Nursery. Children in the EYFS quickly establish settled routines and a love of learning, guided by empathetic teaching. By the end of Reception, almost all children have met all the early learning goals and many have exceeded them. The school does not take part in national curriculum tests but the available evidence from the school's own assessment data, lesson observations, and scrutiny of pupils' work demonstrates attainment to be above average in relation to national age-related expectations. Pupils of all ages benefit from an imaginative curriculum that includes a wide range of opportunities including sport, music, art and outdoor learning, fully meeting the schools' aims.
- 3.6 Pupils are highly successful in a wide range of extra-curricular activities. The standard of their art work on display around the school is outstanding and displays skill in a variety of styles; Year 4 produced seascapes that were inspired by the story of Odysseus and executed in the style of Alfred Wallis. Pupils excel at sport as a result of the many opportunities to participate in a range of team and individual sporting activities. They have achieved many successes, particularly in cricket, hockey, rugby and netball. Pupils also benefit from the wide range of musical activities on offer such as choir and orchestra, as well as small instrumental group sessions. A large proportion of pupils take individual instrument lessons, successfully passing their grades.
- 3.7 The development of pupils' knowledge, skills and understanding across all areas of learning is excellent. Children in the EYFS benefit from appealing topics that capture their interest and extend their skills, such as designing and making their own musical instruments. For older pupils, extension tasks are set in some lessons which allow them to develop higher-order thinking skills. More able pupils are identified and are challenged by a range of extra-curricular opportunities such as the 'young journalists' club' and 'castaways', where members have to devise how to survive on a remote island. Pupils' individual progress at all ages is carefully monitored by leadership allowing informed decisions to be made on the need for any additional resources or support. As a result, all pupils including those who have SEND make excellent progress. The recommendations of the previous inspection are thus fully met.
- 3.8 Pupils are confident communicators. They speak eloquently and have many opportunities for addressing an audience such as through show and tell in the EYFS, their drama sessions, and presentations to their class, to the school in assemblies and to a wider audience in local events. Children in the EYFS develop their phonetic skills through diverse activities such as apple printing and waving ribbons to learn the sound of 'a'. They make rapid progress in their reading and spelling through imaginative tasks such as describing a trip to a farm and how they watched chicks hatch. By the end of Reception, all children can write simple sentences and read books of an appropriate level independently. Pupils of all ages listen attentively. They learn skills in activities such as yoga, where pre-prep pupils were observed listening intently in a most atmospherically calm session. Pupils in Year 2 listened carefully to instructions in art and then worked independently to create moon faces by drawing, cutting and sticking. Older pupils are set imaginative tasks such as guiding a blindfolded friend through a 'minefield' outdoors, and pupils from Year 5 spoke of the benefits of their philosophy sessions which have an emphasis on listening and reflecting. Standardised test results indicate that pupils are reading at an above average level for their age. They are encouraged through well-stocked class libraries which contain classic and contemporary texts, daily reading at the start of the day and structured guided reading sessions. The standard of pupils' writing is particularly high; they spell correctly and use punctuation accurately. There is an emphasis on written reports in all subjects. In

English, pupils are encouraged to write longer pieces of creative work, which they do with great imagination and very expressively as observed in their highly descriptive Viking stories.

- 3.9 Pupils are highly numerate and proud winners of the recent local inter-schools mathematics challenge. Their numerical and geometrical work is neat and well presented. By the end of the EYFS, children can perform calculations with two-digit numbers and more able pupils can double and halve independently. The oldest pupils are highly confident and competent in their calculations. They can accurately convert fractions to decimals and percentages, confidently form algebraic expressions and solve equations, and have a comprehensive understanding of geometry. Pupils' successful progress is supported by carefully planned lessons with varied tasks set that are suitable to the range of ability and challenges when appropriate. Pupils are able to investigate number for themselves, such as when calculating the exponential growth of rice in the legend of the Indian chessboard. They apply their numerical skills across the curriculum very well, using graphs, scale drawings, tables and negative numbers in science, geography and history. Pupils apply their knowledge of geometry in their two- and three-dimensional designs in art, and use spreadsheets in ICT.
- 3.10 Pupils of all ages are confident and competent in their use of ICT. Their achievements in this area benefit from generous resources reflecting the careful planning of the governing body, which monitors the needs of pupils and ensures that suitable resources are provided and updated when required. In the EYFS, children choose from a variety of technical toys and have regular access to ICT facilities. All pupils develop their skills in weekly ICT lessons, and pupils speak enthusiastically about how they apply these to all areas of learning. For example younger pupils used a graphics package to draw planets in the appropriate order from the Sun, while older pupils used the internet to find out information about the neighbouring city of Bristol and competently expressed their findings through an electronic presentation. Pupils of all ages grow in confidence through the embedding of the use of ICT into lesson planning across the curriculum, such as when they word process their poetry and produce written work for displays. Individual interest is encouraged by additional extra-curricular options such as coding club.
- 3.11 Pupils have strongly developed self-study skills; they are confident in drawing on a wide range of sources as they develop their understanding. For example, having learnt about healthy eating, pupils devised their own sandwiches that contained an item from each of the five food groups. Pupils can analyse information, make hypotheses and test their ideas. For example, pupils in a science lesson considered the result of removing the bones from a pupil's body and deduced that the skeleton is necessary for support. In their pre-inspection questionnaire responses, some pupils expressed the view that marking does not help them learn and that they are not sure how well they are doing in their subjects. Scrutiny of pupils' work demonstrated that all work is marked, and that although much marking also informs pupils what they have done well and how they could improve, this is not consistent across all ages and subjects, thus pupils are not always able to judge their own performance. Pupils apply themselves most conscientiously to individual extension projects and produce finished work of a very high standard such as a study of Wales, their written autobiography and their imaginative answers to questions such as 'what is a hundred?'
- 3.12 Pupils' attitudes to learning are exemplary. They work hard and take commendable leadership of their learning, particularly in their extended projects. Pupils have enquiring minds and readily ask questions. The excellent relationships between pupils and staff mean that their questions are listened to, and pupils broaden their knowledge from informed and patient responses. Pupils work well individually but also work effectively in pairs or small groups, such as in drama when groups devised amusing scenarios on the theme of telephone sales. They demonstrate highly effective team work in their games sessions. Pupils' extremely positive approach to learning is nurtured by teaching that offers practical tasks to be solved and uses a wide range of imaginative resources. In their pre-inspection questionnaire responses, almost all parents and pupils expressed their great satisfaction with the school's academic and extra-curricular provision. The school fully meets its aim to cultivate a love of learning.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' self-understanding is excellent and they develop strong self-confidence and resilience as they progress through the school. From the EYFS, pupils are encouraged to try hard, work as a team and develop their self-knowledge. Pupils develop resilience through their academic, sporting and extra-curricular endeavours. Assisted by discussion in their personal, social and health education lessons, pupils have the confidence to take risks and understand that they learn from their mistakes and that they need to make an effort in order to succeed. Pupils discuss their individual targets with their teachers and adapt them as necessary to make them more accessible and measurable. They embrace the academic and extra-curricular opportunities on offer and talk proudly about their successes. Their highly developed self-esteem is promoted by 'the Paragon Way', the school code of conduct. Pupils' self-confidence is fostered through the very positive atmosphere of mutual respect between themselves and the adults in the school, including both academic and support staff. They gain further inspiration from special visitors to the school, appreciating the dedication of a Red Arrows pilot and the courage of a surviving World War II veteran.
- 3.15 Pupils' social development is excellent. They work extremely well together both informally, such as when assisting a neighbour with a mathematics problem, and in structured small groups as observed in a science lesson when they learnt about their bones by counting each other's vertebrae and discussing the nature of their joints. Pupils display considerable social maturity. They understand that a new pupil may need support, and freely offer it. Pupils recognise that working with one's best friend is sometimes distracting and readily engage with a range of peers to solve problems and achieve common goals. The oldest pupils are excellent role models to their younger peers, and pupils behave with kindness and courtesy towards each other regardless of age or gender.
- 3.16 The pupils delight in contributing positively to the lives of others and make the most of the many opportunities to do so. Pupils from Year 3 upwards are elected to the school council and discuss with maturity the developments that can be made to routines and provision. For example they have recently discussed the arrangements for playtime in wet weather, the need for a tap in the playground for their water bottles and how softer footballs would be safer. The oldest pupils carry out leadership roles such as head boy and girl, and sports and house captains very conscientiously and take their responsibilities to look after and guide their peers seriously. In their classes, pupils may have other responsibilities such as looking after lost property. Pupils contribute to the local community through their performances at an old people's home and outside the abbey, the contribution of their art work which is exhibited in local hospitals and cafés, and through special events such as when older pupils organised a film night for locals. The youngest pupils benefit from the school's links to the local nursery nurse training centre and much enjoy working with the visiting trainees. Pupils have many opportunities to support local and international charities and have demonstrated great initiative and sometimes self-sacrifice in order to raise money, such as sleeping rough to help the homeless and taking part in 'a hundred sports in a hundred days' to raise funds for a visually impaired ski team. They are very well prepared for the next stage of their lives. Almost all parents who responded to the questionnaire thought that the school promotes an environment which successfully supports their children's personal development.

- 3.17 Pupils have a strong moral understanding. They discuss with maturity issues such as whether money should be spent on exploring space or on the National Health Service. Pupils take responsibility for their own behaviour and have a very clear understanding of how to distinguish right from wrong. They know that someone may be unkind one day but if such behaviour continues over time then that is bullying and unacceptable. Pupils willingly use the 'buddy bus stop' at playtime to ensure that everyone has someone to play with. The school fully meets its aim to promote the importance of moral and spiritual values, and to produce school leavers who are confident, capable and compassionate. Pupils develop an understanding of democracy through the many and varied opportunities they are provided to vote, from electing their school council representative to deciding what they might do next in a lesson. Older pupils discuss the role of government and parliament in lessons, reinforced by a presentation in assembly and a tour of the houses of parliament from the local MP.
- 3.18 Pupils have an innate spiritual understanding that is developed through the Christian ethos of the school, taking pride in the opportunity to lead a prayer. Their ability to self-reflect is fostered through periods of reflective silence during collective worship and in lesson time, and from the study of mindfulness. Pupils' strong appreciation of the non-material aspects of life is developed through their studies of art and music, and through their joy of giving to others. Older pupils reflect on the world around them in their philosophy lessons. From the EYFS onwards, all pupils benefit from working in their natural surroundings, gathering inspiration through such tasks as exploring the woodland to understand how Lucy may have felt when she entered Narnia for the first time. Pupils' spiritual understanding is also enhanced by visitors, such as a visiting chaplain who used the breaking and magical repairing of a watch to demonstrate new beginnings.
- 3.19 Pupils recognise that they need to be more independent as they grow older, and embrace the many individual opportunities on offer with enthusiasm. They understand that the decisions they make can affect their future, such as the need to work on their art and design outside of school to compile a portfolio when applying for an art scholarship. An assembly by pupils on rising to challenge demonstrated their understanding regarding the importance of never giving up. Pupils at all ages make decisions about their own learning through tasks that provide them options, such as when children in the EYFS choose their preferred afternoon activities and when older pupils choose how to present their research findings. Pupils in prep benefit from events that help them to develop the skills they need for the future, such as the leadership day in the summer term. They develop initiative and independence through extended projects and extension tasks set in some lessons, but such challenges are not a regular feature of all subjects.
- 3.20 Pupils including those in the EYFS have a natural appreciation of their own and other cultures. This is developed through lessons about a range of faiths in religious studies and the studies of different cultures. Pupils extend their knowledge of the lives of others through their independent reading, with class libraries that contain a diverse range of books from many cultures. In their questionnaire responses, almost all pupils confirmed that the school encourages them to respect other people and to be tolerant of those with different faiths and beliefs. Pupils learn about countries such as India on themed days, and broaden their understanding through talks from parents and other visitors on celebrations from around the world. They benefit from the school's close links with a school in Nepal and exchange letters with the pupils there. Pupils' understanding is further deepened through a carefully planned range of trips to local museums and places of interest as well as to places of worship, such as the local synagogue. Almost all parents and pupils who responded to the questionnaire agreed that the school promotes values of democracy, respect and tolerance of those with different faiths and beliefs.

3.21 Pupils from the EYFS onwards learn to eat healthily, they understand the significance of fruit and vegetables in a healthy diet. Pupils understand the importance of physical fitness and take good advantage of opportunities for exercise in the large playgrounds and surrounding woodlands. They readily engage in a wide range of sporting opportunities both in the curriculum and from the extensive extra-curricular programme that runs at lunchtime, after school and at weekends. Pupils understand the need for training in order to perform well in their chosen sport, and they benefit from the extensive facilities at the nearby campus of their sister senior school and the considerable investment in sporting facilities. They know how to keep themselves safe and to avoid risks, and talk most responsibly about how they must protect themselves when online.

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 area. 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 Serena Alexander | Reporting inspector |
| Mrs Annette Nightingale | Compliance team inspector (Senior teacher, IAPS school) |
| Mr Adrian Downie | Team inspector (Director of studies, IAPS school) |
| Mr Kit Thompson | Team inspector (Head, IAPS school) |