



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Dean Close Pre-Preparatory School

March 2019



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School's Details

School	Dean Close Pre-Preparatory School		
DfE number	916/6034		
Registered charity number	1086829		
Address	Dean Close Pre-Preparatory School Lansdown Road Cheltenham Gloucestershire GL51 6QS		
Telephone number	01242 258079		
Email address	squirrels@deanclose.co.uk		
Headteacher	Dr Carolyn Shelley		
Chair of governors	Mrs Kathryn Carden		
Age range	2 to 7		
Number of pupils on roll	154		
	Boys	71	Girls 83
	EYFS	97	Juniors 57
Inspection dates	19 to 21 March 2019		

1. Background Information

About the school

- 1.1 Dean Close Pre-Preparatory School is a co-educational day school for pupils aged 2 to 7 years. The school was established in 1992 and moved to its present purpose-built premises in 2004. It is located on 50 acres of parkland near the centre of Cheltenham which it shares with the preparatory and senior schools.
- 1.2 The school is part of the Dean Close Foundation, a group of three other schools and five nurseries, which is a registered charity governed by a board of trustees.
- 1.3 Since the previous inspection, assessment systems have been reviewed and further opportunities for independent learning and thinking skills have been introduced.

What the school seeks to do

- 1.4 The school, building on its Evangelical Christian Foundation, seeks to provide a strong sense of individual worth and of belonging to a community where each pupil's qualities, interests and potential are respected and encouraged. The school aims to encourage independent thinking and the self-confidence to challenge the status quo. It promotes respect for others, service to the school and wider community and the development of healthy and positive relationships.

About the pupils

- 1.5 Pupils come mainly from professional and business families living within a 10-mile radius of the school.
- 1.6 The school's own assessment system indicates that the ability of the pupils is above average. The school has identified 11 pupils as having support for special educational needs and/or disabilities (SEND) which include speech and language difficulties and developmental delay. No pupil has a statement of special educational needs. One pupil has an education, health and care (EHC) plan. Fifteen pupils speak English as an additional language, six of whom receive support. The curriculum is adapted to provide extension activities for more able pupils.

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](#).

Key findings

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

PART 1 – Quality of education provided

- 2.2 In the pre-preparatory school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.7 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 In almost all respects, arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance. However, while most of the necessary recruitment checks have been carried out, the school has not always checked that staff are not on the list of those who are prohibited from teaching or managing schools prior to the commencement of employment.
- 2.9 **The standards relating to welfare, health and safety in [paragraphs 6 and 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) are not met.**

Action point 1

- **the school must ensure that all recruitment checks, including those against the list of those prohibited from teaching or management, are completed before staff commence employment at the school, [paragraph 7 (a) and (b)].**

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

- 2.10** The school has carried out almost all of the required recruitment checks to ensure the suitability of staff and proprietors prior to the start of employment, but checks on medical fitness have not consistently been undertaken prior to the start of their employment.
- 2.11** **The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18 (2), (4), 19, 20, 21 are met, but that in paragraph 18 (3), relating to the completion of medical checks before staff begin work is not done consistently.**

Action point 2

- **the school must ensure that before appointment it obtains and keeps a record of medical fitness for each member of staff, [paragraph 18 (3)].**

PART 5 – Premises of and accommodation at schools

- 2.12** 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.
- 2.13** **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. 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.
- 2.15** **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 Leaders and proprietors work to actively promote the well-being of the pupils.
- 2.19 The proprietors have ensured that the large majority of regulatory standards for ensuring the welfare, health and safety of the pupils are consistently met. However, they have not ensured that all recruitment checks are completed before staff commence employment at the school.
- 2.20 The standards relating to leadership and management of the school in sub-paragraphs 34 (a), (b) and (c) are not met.**

Action point 3

- **the school must ensure that the leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that all of the standards are met consistently [paragraphs 34(a), (b) and (c)].**

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>
Squirrel Kittens (for children aged 2- 3 years)	Nursery
Nursery (for children aged 3 years)	Nursery
Kindergarten (for children aged 3- 4 years)	Nursery
Reception	Reception
Year 1	Year 1
Year 2	Year 2

Key findings

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

- All pupils make excellent progress because of the small class sizes, the high staffing ratios and the focused support provided to fully address their individual needs.
- The pupils' learning is enhanced by extremely effective cross-curricular links and opportunities for exciting learning during special topic days.
- The pupils develop highly confident attitudes to learning because positive feedback and personalised guidance from the staff create a purposeful and focused learning environment.
- The pupils work extremely well together because of the many opportunities for collaborative challenges across the curriculum and in the outdoor learning environment.

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

- The ethos of the school and its Christian foundation pervade all aspects of school life, resulting in a caring and thoughtful society which respects individual needs, differences and sensitivities.
- The behaviour of pupils across the school is exemplary.
- Pupils display a mature confidence for making independent learning choices.
- Pupils are highly aware of the needs of others.
- Pupils show an age appropriate understanding of the need for rules and laws and fully accept responsibility for their own behaviour.

Recommendation

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

- Strengthening the links between the systems used for assessment in different parts of the school further, in order to provide a continuous record of pupils' progress in relation to standardised measures of attainment.

The quality of pupils' academic and other achievements

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

3.5 The school fulfils its aim to meet the needs of pupils with a broad range of abilities, and to give each one a well-rounded education which blends the celebration of academic performance with the recognition of individual talents.

3.6 From the earliest years, excellent progression occurs in all subject areas. The school does not use ability as a criterion for entry to the school, but assessment against the early learning goals at the end of the Early Years Foundation Stage (EYFS) indicates that almost all pupils, including those with EAL, reach the expected levels of development and many exceed them, across all areas of learning. Pupils make this excellent progress because tracking systems accurately record achievement against the early learning goals and ensure that all areas of learning are fully addressed. Results in nationally standardised tests in mathematics and reading at the age of 7 are well above the national average. Achievement in reading is notably high with many pupils having reading ages well above their chronological age. Pupils achieve these excellent results because teachers rigorously analyse the detailed and focused assessment results to plan the next steps for learning and to ensure that individual needs are fully met. The school uses its own system to track the progress of older pupils against the detailed learning outcomes created for each curriculum area and to plan appropriate

individual targets. However, the system is not yet fully linked to nationally standardised measures of attainment or to the assessment procedures used in the EYFS.

- 3.7 Pupils with SEND and EAL achieve equally well because of carefully planned support to ensure they have full access to the curriculum and receive full recognition of their individual strengths, For example, EAL pupils work successfully with non-language based extension tasks in mathematics which provide appropriate challenge. More able pupils achieve very well because teachers include extension tasks across the curriculum to meet individual and group needs.
- 3.8 The pupils develop excellent knowledge, skills and understanding across all areas of the curriculum because of the quality and range of activities on offer, especially the frequent opportunities for exciting and stimulating learning on themed activity days. They exhibit a thirst for knowledge fuelled by highly effective cross-curricular links which relate to their personal and group interests. For example, pupils extended their knowledge of the world of space during a visit from a travelling planetarium, inspired by following the progress of the international space station; older pupils then designed and drew their own docking stations imaginatively. The youngest pupils participate in the exciting outdoor learning sessions, held in a specially adapted area in the school grounds, and they enjoy the carefully matched activities; for example, they practised their fine motor skills by carefully picking up toy worms with tweezers following their observations of mini-beasts in the wild. Pupils take great pride in the presentation of their work, which reflects the range and variety of tasks they undertake across the curriculum and the effective monitoring by subject leaders. Pupils' individual needs and interests are particularly well met because of the support by governance for small class sizes and generous staffing ratios.
- 3.9 The pupils' excellent communication skills strongly reflect the school's focus on supporting every individual to fully develop their personal competence in literacy. From the earliest years, pupils are highly articulate, and they demonstrate well-developed listening skills and a high standard of reading and writing. Pupils with EAL and SEND are given full access to the curriculum because they receive excellent, targeted support. Younger children are very proud of their developing writing skills and writing their own names. They successfully develop secure pre-reading and writing skills because of the sequential introduction of letters and sounds. Older pupils respond with obvious enjoyment and enthusiasm to the challenge of creative writing because they are presented with interesting visual starters to stimulate their imaginations, and because they successfully employ suitable strategies to plan their stories. From the earliest years, pupils learn to share their ideas, to be confident when joining in with stories and to articulate their needs clearly, because teachers communicate at an appropriate level and use sign language effectively to ensure that all pupils can access the curriculum. Older pupils are encouraged to express their opinions and participate in assemblies and public performances such as choral speaking competitions. Pupils achieve a very high standard of reading because their teachers listen to them every day and ensure that their choice of book challenges them appropriately.
- 3.10 Pupils demonstrate very good progress across all areas of numeracy. School assessment indicates that most pupils achieve the expected level of development in mathematics in the early learning goals and some exceed this. Pupils' understanding of mathematical concepts is consolidated effectively because teachers create meaningful links between practical activities and current topic work. For example, younger pupils reinforced their knowledge of 2-D shapes by using them to create pictures of rockets during their space project. Pupil's individual progress is maximised because teachers continually match their achievements to the content of the lesson in order to inform the next steps for learning and to provide appropriate challenge across the ability range. Appropriately focused support and small class sizes ensure that all pupils have suitable access to the mathematical curriculum, for example using practical equipment to develop their understanding of abstract concepts. Throughout the school, pupils reinforce their understanding of number because teachers use excellent questioning to extend number skills across the curriculum; for example, younger pupils practise their counting skills during a French lesson. Pupils are well prepared for the next stage of their learning.

- 3.11 Pupils demonstrate a very confident approach to the use of ICT. From an early age, they develop the skills needed to support their studies, for example using controlled access to websites for topic research and developing presentation techniques to illustrate their findings. Younger pupils use tablet computers to record their work and experiences, and they use educational games on the interactive white board to complement their learning. Pupils of all ages were enthralled by the extended opportunities to use advanced technical equipment during a recent design technology day, for example using virtual reality goggles to visit other countries and trying out a flight simulator.
- 3.12 Pupils display excellent study skills for their age, contributing well to their overall progress and to the quality of their independent research projects. They are fully focused in lessons because of the purposeful working atmosphere in the school. Pupils respond enthusiastically to regular critical thinking exercises because their teachers use higher order questioning to encourage them to explore their options before articulating their responses; for example, older pupils formulated and tested a hypothesis to investigate the effects of changing the slope of a ramp on the speed of rolling cars. Learning for younger pupils is especially successful when it is closely linked to pupils' interests; for example, their descriptions of the actions of animals in the jungle demonstrated vividly their use of positional language. The school has successfully met the recommendation from the previous inspection to provide increased opportunities for pupils to take responsibility for their own learning because the leadership team has ensured that the teaching of appropriate study skills is fully developed across the curriculum. An overwhelming majority of parents agreed that the school helps their children develop skills for the future.
- 3.13 Pupils achieve very well in a range of sporting and performing arts activities because the school encourages them to participate in the wide range of extra-curricular clubs on offer. The pre-preparatory school choir, the strings group and the choral speaking groups regularly perform at school events and have been highly successful in local festivals, winning several classes for their age groups. The choir gave an impassioned rendering of their entry for the forthcoming schools' music festival because their teachers used fun activities to help warm up their voices, ensured that pupils maintained eye contact with the conductor and demonstrated suitable actions to bring the song to life. Pupils display a high standard for their age in instrumental examinations and are encouraged to share their successes during assemblies. Individual achievements in swimming are celebrated at the annual swimming gala, and older pupils display good skills and sportsmanship at friendly tag rugby, netball and hockey matches with local schools. A number of pupils are successful in gaining scholarships to the preparatory school.
- 3.14 Pupils display excellent attitudes to learning reflecting the school's aim to encourage independent thinking and to challenge the status quo. Pupils of all ages evidently enjoy their work and are positively encouraged to remain on task by clear target setting, appropriate incentives and being encouraged to 'try your best and work hard'. They work exceptionally well together, especially in problem-solving situations or, for younger pupils, when enjoying informal opportunities to play together. Pupils are keen to participate in weekly individual challenges such as naming pictures of wild flowers and are very proud to see their work on display. During interviews, they showed their pride in their progress.
- 3.15 In the results of the pre-inspection questionnaire, an overwhelming majority of parents agreed that the school provides a suitable range of subjects and extra-curricular activities for their children and helps them to develop skills for the future, supported by effective governance and management. The recommendations from the last inspection to strengthen systems of identifying and sharing best practice in teaching, and to ensure that the many exciting opportunities for learning are disseminated throughout the whole of the EYFS, have been fully addressed because of effective leadership, regular staff training and discussion and a focused curriculum review monitored by trustees.

The quality of the pupils' personal development

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 Pupils display a strong sense of self-discipline because they are encouraged to think carefully about the consequences of their actions and because they fully respect and adhere to the Golden Rules of the school. The youngest children learn to respond quickly to reminders from their teachers, guided initially by timers to speed up tidying up sessions. All pupils exhibit a high level of self-confidence, demonstrated by their participation in lessons and interviews, and fostered by the opportunities to share their ideas with an increasingly wide audience as they move through the school. Younger pupils enthusiastically explained their choice of costume for a themed dress-up day, confidently sharing what they would like to be when they grow up. Pupils are prepared effectively for the next stage of their education because carefully planned transitions ensure that they have the required skills and also the familiarity with new staff and classrooms to ensure that they settle quickly into their new surroundings. For example, younger pupils learn to dress themselves independently and older pupils share many of the facilities of the preparatory school, so that they are well acquainted with the building and the teachers.
- 3.18 Pupils are confident when making personal choices during the school day, because they are encouraged to consider their course of action and its possible consequences. For example, younger children think carefully about the weather before deciding if coats are needed for outdoor activities. Pupils learn to make informed choices during child-initiated sessions because teachers explain the range of options and provide help and guidance to support the chosen activities. Pupils contribute to the life of the school by presenting the views of their class at school council meetings and presenting their suggestions for the future development of the school, for example the design of the new play area. They understand the importance of voting for a particular idea because they participate in simple exercises, for example casting their vote for their class story.
- 3.19 Pupils develop a well-developed spiritual understanding of the world around them, reflecting the school's aim to uphold the Christian faith as a positive force for all, including those who do not share this faith, and respecting individual needs and differences. They join in wholeheartedly in assemblies, particularly appreciating the lively presentations by the chaplaincy team and their puppets, and sharing the time to think of others less fortunate than themselves in their prayers. Older pupils deepen their spiritual awareness by joining a weekly activity club led by the chaplain's assistants. Younger pupils gain a spiritual perspective to stories from the Bible because their teachers help them to sequence and to link events. For example, in their discussion about Noah leading his animals into the ark, younger pupils made thought-provoking links between the rainbow and the rain, suggesting that the rainbow means that God will not make a flood again. Pupils enjoy learning about different faiths and customs because the school welcomes visitors to share their beliefs. Pupils appreciate the non-material aspects of life, enjoying the opportunities they have to explore the wonders of the natural world and appreciating simple pleasures such as investigating the textures of natural objects or toasting marshmallows in the outdoor learning environment.
- 3.20 Pupils display an age-appropriate understanding of the need for rules and laws, and they readily accept responsibility for their own behaviour, guided by the Golden Rules and following the example set by their teachers. During interviews, pupils shared their enjoyment of Golden Time and their understanding of how to earn it by building up their rewards during the week, and appreciating that it could also be lost. They develop a mature awareness that some issues are not easy to resolve by debating moral issues raised by problem cards, successfully crystallising their ideas and summarising their conclusions.

- 3.21 Pupils display excellent social development and collaborative skills. From an early age, they learn to work and play collaboratively because staff quietly oversee activities, providing gentle reminders and interventions to consistently promote kind behaviour and to encourage children to share. Older pupils offer each other unobtrusive support, for example helping each other in literacy sessions to check the spelling of new vocabulary. Younger pupils interact positively with their friends, enjoying the chance to initiate their own games and sharing in role play situations. Pupils who are less socially aware are guided to develop their social skills to help them make and keep friends because staff organise focused opportunities to solve friendship issues. Across the school, pupils enjoy class challenges and are incentivised to work well together by visible group awards.
- 3.22 In line with the school's aims, pupils willingly embrace their responsibilities to contribute positively to the lives of others, both in the school community and the wider world. They display a mature awareness of the needs of those less fortunate than themselves and actively try to help. This is because, from an early age, pupils are given appropriate responsibilities to contribute to the smooth running of the school for example being the line leader or delivering the post. During interviews, pupils explained how they look after friends and make sure that everyone is included at break times, supported by practical strategies such as the buddy bench supervised by the older pupils. Pupils support a range of charities including sponsoring a school in Uganda. They develop an empathetic understanding of the problems in developing countries because they are introduced to authentic examples such as a race to carry water during sports day. During a pastoral discussion, older pupils were alerted to the plight of children in Yemen and successfully organised their own fundraising activity because staff offered practical assistance to support their initiative.
- 3.23 Pupils across the school understand that they are expected to show respect to both adults and to their peers because the school community is based on the ethos that each individual is valued by God regardless of any personal differences, and that pupils of all faiths are welcome. During interviews, pupils showed a sensitive respect for those of different cultures and backgrounds and they shared their enjoyment of learning about customs and festivals from visitors from other countries.
- 3.24 Pupils are very aware of the need to stay healthy and keep fit because they learn about making positive lifestyle choices, and they are encouraged to adopt a balanced diet and take part in the opportunities for fresh air and exercise during the school day. They appreciate the need to keep safe, for example explaining their simple guidelines for keeping safe online, supported by special assemblies to address any current concerns and by information sessions for parents. Pupils know the teachers very well and are confident to seek help if needed, knowing that staff are always happy to listen and willing to offer individual guidance or address concerns more widely. The school recognises the importance of fostering physical and mental well-being. Pupils appreciate quiet times for reflection because the school builds these into the school day, for example during story time after lunch. They learn to appreciate the importance of home life because the school incorporates family values into all of its activities and welcomes parents to share their children's work and achievements.
- 3.25 The overwhelming majority of parents expressed their support for the care their children receive. They were especially appreciative of the promotion of good behaviour and the development of their children's social skills and confidence.

4. Inspection Evidence

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and a group of trustees, observed a sample of the extra-curricular activities that occurred during the inspection period, and 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 Gillian Bilbo	Reporting inspector
Mr Anthony Leggett	Compliance team inspector (Bursar, SoH school)
Ms Jayne Gilbert	Team inspector (Head of pre-prep and nursery, HMC school)