



ISI Independent
Schools
Inspectorate

FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS

PRIOR PARK PREPARATORY SCHOOL

SEPTEMBER 2017



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SCHOOL'S DETAILS

School	Prior Park Preparatory School			
DfE number	865/6028			
Registered charity number	281242			
Address	Manor House Calcutt Street Cricklade Swindon SN6 6BB			
Telephone number	01793 750275			
Email address	pppsoffice@priorparkschools.com			
Headmaster	Mr Guy Barrett			
Chair of governors	Mr Michael King			
Age range	3 to 13			
Number of pupils on roll	165			
	Boys	101	Girls	64
	EYFS	24	Juniors	118
	Seniors	23		
Inspection dates	12 to 14 September 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Prior Park Preparatory School is a co-educational day school for pupils aged between 3 and 13 years. It was established in 1946 by the Christian Brothers who operated Prior Park College in Bath. The Prior Park Educational Trust lay administration took over the running of both schools in 1981. The trustees continue to govern these two schools as well as The Paragon junior school which is also situated in Bath, and Prior Park School, Gibraltar. Since the previous inspection the school has ceased to offer boarding. The governors' committee structure has been revised and an advisory committee takes particular responsibility for Prior Park Preparatory School. The school is divided into two sections. The pre-prep department includes the Early Years Foundation Stage (EYFS) and accommodates pupils until they are seven years of age. Pupils between in the ages of eight and thirteen are educated in the prep department. The current headmaster joined the school in September 2017.

What the school seeks to do

- 1.2 The school aims to provide a happy and nurturing environment underpinned by Christian principles of tolerance, kindness and respect, and to create an outward looking ethos, building links with parents and the local community. It intends to foster each pupil's particular talents and to enable them to develop into confident, capable, caring and independent young people so that they leave the school well prepared for the next stage in their education.

About the pupils

- 1.3 Pupils mostly come from dual-income families, and the majority are White British. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified twenty-two pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support for a range of learning difficulties. One pupil has a statement of special educational needs. Twenty-four pupils have English is an additional language (EAL), one of whom receives additional support for their English. Extension activities are available for the twelve pupils that the school consider the most able in its population. A further fifteen have been identified as having a particular talent in sport, music, art or 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 supervision of pupils; the premises and accommodation; 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 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, changing and showering facilities for pupils and appropriate accommodation for their medical 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 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, 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 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.

2.16 The school does not keep appropriate written records including the panel findings and recommendations which have been communicated to the complainant, or any action taken by the school, whether or not a complaint is successful.

2.17 The standards relating to the handling of complaints in sub-paragraphs 33(a) - (h), (j)(i) and (k) are met but those in sub-paragraph 33(i) and (j)(ii) [findings and recommendations and action taken by the school as a result of complaints (regardless of whether they are upheld)] are not met.

Action point 1

- the school must ensure that it provides for the complaints panel to make findings and recommendations available to the complainant and available for inspection on the school premises [paragraph 33(i)(i) and (ii)].

Action point 2

- the school must ensure that it provides for a written record to be kept of all formal complaints which includes the action taken by the school, regardless of whether the complaints are upheld [paragraph 33(j)(ii)].

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] are 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 sound.

- Pupils' achievement is broadly in line with the school's aims, particularly in sports and the arts.
- Pupils retain information and reproduce practical skills accurately as teaching provides plenty of opportunities to reinforce these aspects.
- Pupils' academic attainment is inconsistent; they make steady progress in reading and writing but their progress in mathematics slows during their time at school.
- Pupils' study skills are underdeveloped as they rarely have to think deeply or pursue their interests independently.

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

- Pupils develop a mature respect for the differences between one another due to adults perpetuating an inclusive ethos.
- Pupils acquire effective social skills as a result of the emphasis on team work and group activities in teaching.
- Pupils take their responsibilities to the school and local community seriously, especially as prefects, group leaders and on behalf of those less fortunate than themselves.
- Pupils discuss decision-making as an abstract concept but they do not have sufficient opportunities to actively do so.

Recommendations

3.3 The school is advised to make the following improvements:

- Develop assessment and tracking procedures that ensure more timely intervention to sustain pupils' good progress.
- Promote the development of pupils' study skills, particularly their ability to think deeply and to pursue individual interests independently.
- Provide more opportunities for pupils to be involved in active decision-making concerning their own situations and future success.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is sound.
- 3.5 Pupils achieve considerable success in extra-curricular activities, especially in sport. The school's egalitarian ethos means that the majority of pupils experience and respond to the high standards expected of them as team players. For example, the rugby team won England Rugby's inaugural competition promoting community involvement in rugby, and the fencing team are the current IAPS national champions. Pupils who are talented in sport are well motivated to join various local clubs to develop their expertise. A few pupils go on to achieve notable regional and national success in swimming and athletics; they have a mature approach to managing the many demands on their time spent in training and competition alongside school commitments. Pupils develop an elementary understanding of stage craft as the vast majority are involved in school productions, taking full responsibility for the production. They perform well in external speech examinations and become competent musicians through their membership of various ensemble groups such as the orchestra, chamber choir and recorder group. The vast majority of parents who responded to the pre-inspection questionnaire endorsed the positive impact of the range of subjects and extra-curricular activities.
- 3.6 Pupils display great discernment to create striking art work exemplifying their bold use of colour and intelligent selection of mixed media. They demonstrate considerable physical skill due to expertise in teaching ensuring pupils' high-quality practice. For example, pupils in the middle of the school developed a genuine understanding for the role of the diaphragm in breath control while they sang as the explanation was accessible to them. Pupils become adept at mastering practical skills in science, following instructions carefully. For example, older pupils successfully separated the epidermis of an onion as a result of them paying heed to the technique. Pupils' ability to apply more sophisticated principles throughout the curriculum, such as assimilating details and drawing their own conclusions, is somewhat limited as a result of teaching often providing pupils with this information.
- 3.7 Pupils' communication skills are sometimes good. They are willing to talk to one another and to contribute in class. Pupils use terminology accurately due to teaching ensuring that they enunciate key terms appropriately. In interview, older pupils attributed their self-confidence to the many opportunities available for public speaking. Pupils use their listening skills effectively to follow instructions. They are less attentive to one another, with a tendency to respond in isolation which restricts their ability to build on one another's ideas. Pupils make appropriate progress understanding literary conventions. For example, they learn the importance of a wide French vocabulary with the knowledge of how to construct meaningful sentences using verbs and pronouns. Their work in English demonstrates that they know how to structure their writing by including techniques relevant to the genre. Pupils' independent writing is inconsistent due to them having fewer opportunities to express their knowledge independently; they are required to copy much curriculum content into their books. Children in the EYFS appreciate the purpose of reading accurately as a result of the innovative ways teaching routines encourage them to search for information.
- 3.8 Pupils demonstrate competent mental dexterity to manipulate number. For example, pupils in the middle of the school were able to identify the patterns in successive square numbers. Pupils make appropriate progress in mathematics due to teaching emphasising mathematical methods through repetition. Those who find mathematics difficult rely on this approach without being able to explain the process. More able pupils become successful in choosing the most appropriate of several methods to calculate an answer but they have fewer opportunities to apply this mathematical knowledge when problem solving, which curbs their intellectual development. Nevertheless, pupils recognise simple mathematical principles in other subjects as teaching emphasises cross-curricular links. For example, younger pupils made progress understanding the symmetry in their art designs as a result of the teacher guiding them to consider matching halves and quarters.

- 3.9 Pupils become familiar using information and communication technology but their skills are rudimentary as teaching commonly uses these resources to display and communicate information rather than to enhance pupils' understanding and study skills. Very occasionally, pupils use technology for research and this has a positive impact on their enthusiasm for learning. For example, pupils develop an interest in historical events as they are encouraged to explore their ideas and record them in different ways. Pupils make reasonable progress in other areas of human and social learning when they draw on their own experiences to understand key concepts. For example, pupils in the senior section made progress planning settlements by considering the implications of local geographical features.
- 3.10 Pupils have positive attitudes to learning and they are active participants in class. At times this is due to teaching including games which the pupils enjoy, but which lack the intellectual rigour befitting pupils' above average ability. Pupils comply with instructions and collaborate well with one another to fulfil the numerous group tasks set for them. Natural leaders emerge and take control in these situations but this allows some pupils to avoid learning how to overcome their misgivings in the face of a new challenge.
- 3.11 Pupils' study skills are limited by a shortage of independent work throughout the curriculum. In interview, more able pupils acknowledged that they rarely have to think deeply as teaching is highly structured and they have little need to use their initiative to complete sequential tasks. Pupils begin to broaden their perspective through the educational visit programme but teaching does not commonly sustain this approach in class. More able pupils accepted these shortcomings, as teaching does not equip them to use their intellectual capabilities and challenge ideas. As a result, there are limitations in the success with which the school fulfils its aim to enable pupils to become outward looking and independent minded.
- 3.12 Pupils with SEND sustain steady progress as the individual support they receive allows them to gain independence at their own pace. For example, pupils use the feedback they receive effectively to commit their planned stories to prose. Pupils with SEND adjust smoothly as they leave the EYFS and move into Year 1 due to leadership consistently monitoring the quality of their work and responding to changes in their attainment over time. Pupils with EAL learn well as they too benefit from individual support.
- 3.13 The school does not take part in National Curriculum tests, but the available evidence demonstrates attainment to be similar to national age-related expectations. Pupils are successful in gaining places at their senior schools of choice. A few are awarded scholarships for academic excellence as well as sport, music, art and drama. The questionnaire responses indicate that the vast majority of pupils agree that the school provides them the opportunity to make good progress. Standardised data indicate that the children joining the school in the EYFS already have skills typically above those of other children of their age when they start school. Children make sustained good progress as early readers but their rate of progress in mathematics slows over time. Children's attainment evident in the EYFS profile is uneven. A high proportion of children consistently exceed expected levels of development in communication skills such as listening and paying attention, and this has contributed to their familiarity with letters and sounds. The proportion of children acquiring mathematical knowledge is lower and most children are slow to refine their personal and social skills, such as making relationships.

- 3.14 Pupils take too long to learn successfully in the prep school. Assessment practice is inconsistent and teaching does not always benefit from accurate information to build progressively on pupils' starting points. The school's own assessment information indicates that pupils in the middle years of the school make steady progress, with inconsistencies in their attainment in reading and mathematics. Pupils' progress in writing is restricted as the curriculum and teaching do not help pupils develop their skills sequentially. Expectations for pupils in some year groups are broadly the same which is contrary to the recommendation identified at the previous inspection. A small minority of pupils do not make the progress expected of them considering their above-average ability. For example, the school's assessment records indicate that a few of the school's most able pupils fail to meet the high standards they are capable of. Inconsistencies in pupils' progress emerge as a result of leadership checking pupils' progress on an annual basis. As a result, teaching is slow to respond to signs that pupils' achievement is in decline.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.15 The quality of the pupils' personal development is good.
- 3.16 Where expectations are high, pupils develop a keen sense of self, using their knowledge to evaluate their performance and so identify improvements. For example, rugby players identify the improvements necessary for effective tackling. Many of the pupils involved in high-level sport display considerable resilience and self-discipline when coping with the rivalry of representative team selection. Pupils develop self-knowledge through art, reflecting on how to symbolise their emotions using different colours and media. Children in the EYFS develop considerable self-confidence as they settle in to school routines due to leadership's promotion of a nurturing ethos. For example, children boldly negotiated the new playground equipment as they had learned to trust themselves under the supervision of adults. This has a positive impact on their physical development. Most pupils have high self-esteem which enables them to talk freely in class. Occasionally, this detracts from their learning when they interrupt one another rather than waiting their turn to contribute. Pupils are well aware of their targets as a result of leadership responding effectively to the recommendation following the previous inspection. Pupils attend to these targets and the more immediate improvements required purposefully. They accept guidance and demonstrate determination in applying the advice they have received. This process commonly involves pupils selecting the most pertinent from a range of resources provided to help them improve their work. In interview, pupils throughout the school acknowledged that they are confident to ask for help when they need it to secure their academic success.
- 3.17 Older pupils who act as prefects respect their duty to make decisions on behalf of the pupil body. They become sensitive to the repercussions of their decisions, as most of these relate to the maintenance of good order throughout the school on a daily basis. Senior pupils rarely influence more significant decisions due to adults making them for them. For example, pupils fully support those less fortunate than themselves through numerous charity events, but adults select the causes they support. Pupils are keen to take on this responsibility themselves. Older pupils take an interest in their choice of senior school but more often accept that these decisions are ultimately out of their hands. Children in the EYFS take responsibility for choosing learning activities in pursuit of their interests. This has a positive impact on their development. For example, children learn about the world around them as adults expect them to account for the weather and prevailing conditions as they prepare for outdoor learning.
- 3.18 Pupils develop an appreciation for non-material aspects of life through discussion. For example, older prep pupils considered carefully the teachings of St Francis of Assisi and the implications for them of a compassionate and merciful lifestyle. Pupils' thoughtful approach emerges over time due to the curriculum including initiatives that help pupils develop spiritual awareness. For example, pre-prep pupils appreciate the profound elements of the natural environment when they learn in the outdoor learning environment, while prep pupils derive benefit from the annual retreat where they learn to contemplate the value to them of their friends and family.
- 3.19 Most pupils accept that rules exist to be obeyed, and they are well behaved. They develop a clear moral code due to the 'Prior Way', the principles of good conduct developed by the school leadership, featuring strongly in many of their lessons. The tutor programme endorses the 'Prior Way' with adults consistently taking an interest in individual pupils, with the effect that pupils emulate them in creating a welcoming environment. Pupils whose SEND occasionally manifests itself in behavioural difficulties benefit from the close monitoring and support provided through the arrangements for pupils' pastoral care. Prefects have considerable insight to their moral development, upholding the rules as role models. For example, they acknowledge their responsibility to set a good example and resist the urge to talk in the lunch queue. Children in the EYFS have a clear understanding of classroom rules and expectations, and they follow direction quickly and enthusiastically.

- 3.20 By the time pupils move into the senior section of the school, they have developed effective team working skills. For example, they assign roles when they are set a group task with a clearly defined goal. These skills emerge as a result of pupils' involvement in the 'Prior Award', a curriculum initiative to promote leadership and team working skills. In these events, pupils collaborate effectively to enjoy climbing and rafting activities safely and this helps them develop a purposeful approach to group work and a genuine care for one another, thus contributing to the school's aim to prepare pupils for senior school. Games players have a very strong sense of team spirit which they use to good effect in co-ordinating successful strategies against their opposition. Pupils co-operate well to organise large groups of pupils for main events successfully. For example, prefects play a key role organising their school houses, preparing for fundraising events and hosting local sports tournaments.
- 3.21 Pupils understand bullying and the various forms that it takes; they are aware of a few alleged incidents in the past when friendships deteriorated. Some pupils resolve these issues as pastoral leadership supports their reconciliation, but this is not consistent. Pupils are able to reflect on how the school provides a safe place for them to share their feelings. For example, pupils explained that the school has helped them 'open up' and develop self-knowledge. In this, the school successfully fulfils its aim to provide a secure environment.
- 3.22 Pupils demonstrate considerable sensitivity to those around them and to the principles of community service. For example, pupils involved in the 'Prior Award' willingly apply their entrepreneurial skills in generating profits to be shared with various charities. Pupils recognise their capability for supporting local residents, frequently volunteering for music and sporting events that promote community engagement. Individual pupils take responsibility for one another without question. For example, older pupils checked that all younger pupils were paired for a judo exercise, stepping in to look after those who were not. Pupils have a good sense of the wider world around them and the potential impact on them as they grow up. For example, the oldest pupils are alert to the political climate, to global affairs and to the implications for international security. Children in the EYFS display a thorough understanding of how to be a good friend. All pupils champion equality. They acknowledge the racial and cultural differences between them, but they consider them irrelevant in their relationships with one another. They accept wholeheartedly that some pupils require extra support as they seek to overcome a learning difficulty or to improve their English. Pupils are extremely inclusive and they respect these needs without judgement. The vast majority of parents indicated in their questionnaire responses that the school actively promotes the values of tolerance and respect.
- 3.23 Pupils have a strong perspective on how to keep themselves safe. They take responsibility for using the internet safely as a result of the curriculum raising their awareness of how to safeguard themselves online. Pupils understand the rationale for following safety guidelines; they use scissors carefully in the pre-prep department. The vast majority of pupils indicated in their questionnaire responses that they know how to respond to a fire alarm. Some pupils take the initiative to ensure that they all learn safely together. For example, pupils during a physical education lesson organised the working space to prevent collisions during a skills practice. Most pupils are fully committed to sport and extra-curricular activities for the benefit to their physical health and well-being, whilst acknowledging the need for regular sleep patterns to sustain their health.

4. INSPECTION EVIDENCE

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a member of the governing body, observed a sample of the extra-curricular activities that occurred during the inspection period and attended assemblies. Inspectors visited the facilities for the youngest pupils. 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

Ms Juliet Jaggs	Reporting inspector
Mr Caron Evans-Evans	Compliance team inspector (Senior master, HMC school)
Mrs Tania Botting	Team inspector (Head, IAPS school)
Mr Robin Harskin	Team inspector (Academic deputy head, IAPS school)