



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Blackheath Preparatory School

June 2019



Contents

Contents		2
School's Details		3
1. Background Information		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. Regulatory Compliance Inspection		5
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		7
PART 5 – Premises of and accommodation at schools		7
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		8
3. Educational Quality Inspection		9
Preface		9
Key findings		10
Recommendations		10
The quality of pupils' academic and other achievements		10
The quality of the pupils' personal development		12
4. Inspection Evidence		15

School's Details

School	Blackheath Preparatory School			
DfE number	203/6114			
Registered charity number	312732			
Address	Blackheath Preparatory School 4 St Germans Place Blackheath SE3 0NJ			
Telephone number	020 8858 0692			
Email address	contactus@blackheathprepschool.com			
Acting Head	Mrs Clare Dawe			
Chair of governors	Mr Hugh Stallard			
Age range	3 to 11			
Number of pupils on roll	391			
	Boys	178	Girls	213
	EYFS	115	Juniors	276
Inspection dates	04 to 06 June 2019			

1. Background Information

About the school

- 1.1 Blackheath Preparatory School is an independent day school for boys and girls aged between three and eleven years. The school is a charity administered by a company limited by guarantee. Its governors are trustees of the charity and directors of the company.
- 1.2 The school was founded in 1996. It occupies a five-acre site close to Blackheath Village and its original Georgian and Victorian buildings have been extended and adapted. Following the retirement of the previous head in March 2019, the current acting head has been in post since April 2019, whilst the governors recruit and appoint a new head.

What the school seeks to do

- 1.3 The school aims to be a beacon of excellence which, in a warm, friendly and purposeful environment, seeks to provide an exceptionally good education for every pupil. It aspires to support and enable its pupils to flourish as happy, thoughtful, confident and responsible individuals who demonstrate courtesy, consideration and care, and who regard learning as fun.

About the pupils

- 1.4 Pupils come from mainly British families living within a five-mile radius of the school and reflecting the ethnic mix of the local area. In a majority of the households, both parents work. Nationally standardised data provided by the school indicate that the ability profile of the school is above average, with some pupils of well above average ability. No pupil in the school has an education, health and care (EHC) plan. The school has identified 19 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, high functioning autism, hearing impairment and cystic fibrosis, eight of whom receive additional specialist help. English is an additional language (EAL) for 42 pupils, whose needs are supported by their classroom teachers and the learning support team. The curriculum is modified for 13 pupils identified as more able and for 38 with special talents in art, design technology, drama, music and sport.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, 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 does not meet 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, and should take immediate action to remedy deficiencies 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; requirements relating to fire safety are met; provision is made for first aid. Pupils are properly supervised and admission and attendance registers are maintained, as required. A disability access plan is in place.
- 2.8 The school's strategy for preventing bullying is not fully effective, as it does not maintain a log of bullying allegations and how these have been investigated. There is no nominated person with sufficient training and time responsible for overseeing health and safety to ensure that all appropriate records are kept, risk assessments undertaken and that the policy is effectively implemented.
- 2.9 **The standards relating to welfare, health and safety in paragraphs 7, 9 and 12 to 15, 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 10 [bullying], 11 [health and safety] and 16 [risk assessment] are not met.**

Action point 1

- **the school must ensure that it maintains a full log of all bullying allegations and actions taken pursuant to these, so that it can identify patterns and respond accordingly [paragraph 10; EYFS 3.52].**

Action point 2

- **the school must ensure that it designates a nominated person with sufficient training and time to be responsible for overseeing health and safety, and to ensure that all appropriate records are kept and that the policy is effectively implemented [paragraph 11; EYFS 3.54].**

Action point 3

- **the school must ensure that risk assessments for premises and grounds are up to date and effective [paragraph 16 (a) and (b); EYFS 3.64].**

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 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 in 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 does not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met. They actively promote the well-being of the pupils.

2.19 The standard relating to leadership and management of the school in sub-paragraph (1)(c) is met but those in sub-paragraphs (1)(a) and (b) [knowledge and skills and fulfilment of responsibilities] are not met.

Action point 4

- the school must ensure that leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that the other standards are consistently met [paragraph 34 (1)(a) and (b)].

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.
- The quality of the pupils' academic and other musical, artistic and sporting achievements is excellent.
 - The overall achievement and progress made by the children in the EYFS is outstanding across all areas of learning.
 - Pupils' ability to express themselves clearly and eloquently in speech and conversation is exceptional.
 - The pupils' achievements reflect the school's ethos and commitment to challenging expectations.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils have a strong sense of right and wrong and show particular awareness of their responsibility as global citizens.
 - Pupils' behaviour and manners are exemplary.
 - A particularly strong feature of the school is the positive and supportive relationships between all pupils.
 - The emotional well-being of pupils is excellent.

Recommendations

- 3.3 In the context of these excellent outcomes, the school might wish to consider the following improvements:
- Increase pupils' progress still further by providing more consistent stretch and challenge for the most able across the school.
 - Promote pupils' study skills by further developing the initiatives already introduced to encourage curiosity, initiative, collaboration and good judgement.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The overall achievement and progress made by the children in the Early Years Foundation Stage (EYFS) is outstanding across all areas of learning. Almost all children reach the expected level of development at the end of EYFS and well over half regularly exceed it. This outcome is a consequence of highly focused literacy teaching, introduced with the strong support of leadership and management, and the school's individualised approach to engaging the interest of all pupils. The excellent outcomes achieved by pupils across the school in their exam and assessment results reflect the school's vision to be a beacon of excellence. Pupils do not sit National Curriculum tests, so nationally standardised results cannot be used to ascertain attainment levels. However, the evidence available indicates that pupils' results are above national age-related expectations. This judgement is based upon evidence from assessments, lesson observations, discussions with pupils and scrutiny of their work. The vast majority of pupils leaving the school in Year 6 gain places in academically selective independent or grammar schools, and a significant number of scholarships are gained, the majority being academic. The scrutiny of pupils' work evidences excellent progress over time. Pupils with SEND or EAL, or who are less able, make strong progress and receive support both in class and from the learning support department. Pupils' progress and development in attainment over time is due to careful analysis and monitoring of their progress by senior leadership who inform class teachers of their conclusions. This

is facilitated by leadership and management's positive response to the recommendation in the school's last standard inspection report to develop the potential of management information systems to support the work of the school. The tracking and analysis of pupil progress that this has facilitated enables teachers to plan and deliver their lessons accordingly, catering effectively most of the time for the needs of all pupils.

- 3.6 Pupils' eloquence and articulacy is an outstanding feature of the school, with speaking, listening, reading and writing skills of exceptional quality in every year. This is enabled by teaching and modelling that consistently and expertly offer pupils opportunities to enrich their vocabulary, with high expectation that they will do so. From Nursery to Year 6, pupils are able to express themselves and their ideas with fluency and originality, whilst listening and then responding to others' contributions. Children in the EYFS of all abilities are confident and articulate in their communication skills, building on the accelerated literacy programme that teachers deliver in a briskly paced, engaging way. Year 6 pupils debating air pollution in London animatedly discussed economics, behavioural psychology, the law and individual need. The vocabulary accurately used or explained by Year 1 pupils in a cross-curricular design technology and mathematics lesson included 'freezing', 'drying', 'pickling', 'salting', 'vacuum-packing', 'aroma', 'cordial' and 'infuse'. A Year 4 pupil was keen to put to use in a science lesson his recent learning of 'immiscible' and to share its meaning. Pupils' ability to listen to peers and teachers attentively is actively promoted in every activity observed, such as in the Year 3 whole-year strings lesson where 33 violinists and 13 cellists listened with total focus to the teacher, to each other or the section practising while they waited to play again.
- 3.7 The development of pupils' competence in numeracy and the application of their knowledge and skills in mathematics to other areas of learning are of a very high standard. Pupils in Years 5 and 6 work successfully at levels significantly above those that might be expected at this stage and confidently apply these skills to other areas of the curriculum, including in science, information and communication technology (ICT) and geography. The pupils' mastery and enjoyment of this subject begins in EYFS, with careful choice of tasks to challenge children of all abilities. Pupils in Years 1 to 4 are not consistently provided with an equivalent level of stretch and challenge as that offered to EYFS children and pupils in Years 5 and 6: as a result, their ability to utilise and apply higher order mathematical skills and problem-solving is sometimes underdeveloped. Year 6 pupils recognised and explained trends in data, using them to predict future changes, and Year 5 pupils demonstrated outstanding understanding of algebraic code and expressions. Pupils' mathematical success is underpinned by a challenging and well-structured curriculum and by specialist teachers who create their own resources to promote high outcomes.
- 3.8 The progress and learning of pupils is well supported by their use of ICT. Their digital literacy is good and sometimes excellent, and they have a strong skill base. Staff reflect on pupils' skill levels and respond accordingly. For example, an area of weakness was recognised in a nursery class, so teachers introduced digital registration using the desktop and mouse, as well as a touch screen option for children's self-registration.
- 3.9 Pupils' study skills are good. Where teaching or the curriculum allows, pupils are able to apply what they have learnt to solve problems or to come up with innovative solutions in a range of different subjects. Year 6 pupils became animated when describing their hypotheses about bubbles popping in science. They also produced a sophisticated analysis of global warming data and of air pollution in London and developed hypotheses as to possible action, people's likely reactions to these and the impact of those on their effectiveness. Overt encouragement of the development of study skills is currently somewhat uneven across the school and dependent upon the approach of individual teachers. Work scrutiny showed pupils' understanding of techniques to make the most of memory skills, such as bullet points, reviewing and explaining to someone else. Pupils attributed their ability and interest to teachers who ask 'How?' and 'Why does this happen?' and 'Can you explain that?' Pupils' study skills are enhanced by personal, social and health education (PSHE) lessons, with workbooks and discussions with pupils indicating that they are effective, dynamic and well-structured.

- 3.10 Pupils achieve signal success in a wide range of areas beyond the classroom, with many performing at a very high level in music, art, sports and drama. The chamber choir sang in the BBC Songs of Praise Junior School Choir of the Year semi-finals in 2019, and the girls' Year 6 football team won a regional championship this year, taking them to the national finals. Year 6 pupils' recent results in the Junior Maths Challenge saw one pupil through to the follow-up kangaroo competition and one to the Junior Maths Olympiad. On the creative front, a Year 1 pupil won the age 5 to 7 category in the Premier League Writing Stars poetry competition, and a recent piece of art work exhibited in a prep school competition this year has been selected to be published in an educational magazine. These successes are underpinned by staff support and encouragement of the development of pupils' skills in musical ensembles, sports, art, drama and extra-curricular scholarship and enrichment sessions. Pupils' musical success in particular owes much to leadership and management having instituted the school's policy of providing free strings lessons for all Year 3 pupils, brass or woodwind for those in Year 4 and drumming in Years 5 and 6.
- 3.11 Pupils' love of learning was particularly notable throughout the inspection. Pupils all spoke enthusiastically about their learning in school and how the teachers make it fun. This contributes to their desire to learn and develop for the sheer pleasure of it. A Year 6 English class demonstrated a superb attitude to acquiring and using vocabulary, avidly engaging in trying to work out unknown meanings from prior knowledge, helping each other to recall, and showing pride in using new vocabulary again later in the lesson. Attitudes to failure were consistent and strong: pupils are not worried about this, being more interested in learning and using their mistakes to help them improve. A typical response was, 'Sometimes things go badly wrong, but it means I can only improve!' In Year 5 mathematics, pupils worked independently with confidence and also helped each other out in an empathetic and encouraging way. In a Year 2 physical education class, pupils coached each other very well to make their task more challenging, enabled by a teacher explaining clearly the need for pupils to be responsible for suitable challenge for each other. The pupils are coached and supported in these attitudes through their patiently repeated modelling by teachers. Pupils readily volunteered how staff encourage them to work, act and learn independently, attributing their love of learning to the teachers being friendly and helpful and finding lessons enjoyable and interesting. When responding to the pre-inspection questionnaire, almost all pupils agreed that they are encouraged to think and learn for themselves and that teachers help them to learn and make progress. The vast majority of parents who responded to the questionnaire agreed that the school helps their child to develop skills for their future.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils are quietly confident in their awareness of themselves and others. This is one result of the school's rigorous, coherent and ambitious PSHE and pastoral support programme based on its 'four pillars': trust, respect, responsibility and consideration. This programme is implemented by nurturing and empathetic teachers who prioritise well-being to help ensure that pupils develop self-discipline, self-esteem and resilience in order to advance their academic and personal development progress. Pupils in Years 2 to 6 were keen to explain how they learnt in PSHE about self-esteem; they understood not only how it can help them to make friends and feel confident, but also how, if their self-esteem is low, they can work on developing it. They explained how the four pillars 'help us to understand ourselves and others better.' Pupils know that they can freely approach their teachers for advice or to share concerns, and this significantly benefits their self-understanding. As one pupil put it, 'If you do make a mistake, try to understand your behaviour and then you can do better next time.' Pupils were able confidently to articulate how to improve their work, whether in individual subjects or generally. The consensus of pupils in Years 2 to 4 was that you needed to work in small steps, building up techniques, 'using smaller numbers at first' in maths, for example, and then moving on to larger numbers once the technique is secure.

- 3.14 Pupils make decisions confidently, in pairs and groups, as well as individually. They also understand and acknowledge the importance of the decisions that they make as determinants of their success and well-being. This is evident throughout the school: in a Year 6 drama lesson, pupils thoughtfully decided how to develop the level of status and power in their characters in terms of how they moved, positioned themselves on stage and reacted to other characters of varying status. Pupils comprehend that it is good to have the choice of whether or not to opt for a harder task. This awareness is promoted by the types of questions asked by adults and the levels of mutual trust in the school, underpinned by its pastoral programme, enabling teachers actively to encourage pupils to take risks in and ownership of their learning.
- 3.15 Pupils readily empathise with others: in a Year 1 class, pupils articulated the feelings of a D-Day veteran with compassion and thought. Younger pupils find awe and wonder in discovering insects and newts in the forest school and exploring the opportunities offered by the 'Imagination Garden'. The school exhibits a wonderful array of pupils' excellent artwork inspired by elements of the natural world and its 'Walk to School' photography competition winners. Pupils explaining their understanding of what makes them happy cited friends and family, sport, hugs, books, art, music and lessons and learning. Their awareness that their teachers make lessons fun contributes to their understanding that learning is an inherent good and makes them happy. The outstanding delivery of the PSHE curriculum and attitudes to life modelled and taught by staff lead to pupils understanding that friendship is more important than wealth. Pupils show a well-developed and sensitive spiritual understanding in their work and activities at school. They are not afraid to consider human mortality and their strong spirituality is reflected in many aspects of school life. The chamber choir sang 'Be Still my Soul' with empathy and compassion, demonstrating their awareness of its meaning, and pupils are proud of those former members of the school who 'served and died for us.'
- 3.16 Behaviour amongst the pupils is exceptional; pupils appreciate how good behaviour advantages their relationships and in lessons they know when lively enthusiasm or quiet concentration is appropriate. During the Year 3 strings lesson, all 48 pupils showed the utmost respect for each other and the group routines, enabling them to play with extraordinary success. Pupils have a clear and well-defined moral understanding of right and wrong, and the importance of rules, taking responsibility and treating others well. They are proud of their knowledge and application of the school's four pillars. Teachers reinforce these by encouraging pupils to consider and reflect on the choices they make on the basis of the four values. These are sensitively but firmly entrenched throughout the school, particularly through the pastoral support structure and the PSHE provision and are strongly promoted by leadership and management.
- 3.17 Pupils' social development and collaboration throughout the school are exceptional. They work very effectively together and are determined in their pursuit of common goals. A particularly strong feature of the school is the harmonious and positive relationship that exists between boys and girls. Pupils readily share ideas and are open to feedback from their peers that further improves their work. The school ethos and the four pillars are promoted assiduously by all staff with pastoral responsibilities and are consequently proudly and thoughtfully upheld by all pupils and strongly reflected in their learning and social interactions. Year 3 pupils collaborated well to produce exciting sentences about watery scenes. Factors contributing to this facility are staff actively promoting collaboration in lessons and PSHE lessons that provide pupils with positive tactics that enable them to work and move forward together.

- 3.18 Pupils' contribution to others, the school and the community is excellent. They enjoy taking on responsibilities and appreciate opportunities to help other members of the school community, no matter what their age. All pupils see themselves as personally responsible for contributing to their community through participation in the school's online school council. Pupils speak enthusiastically about the part that every one of them now plays in this. They are also very keen to contribute to the wider community, for example through charity work, with pupils selling items at the school fair in order to support their local community through a charity of their choice. The pupils value generosity, and teaching fosters a sense of responsibility to empathise with others around the world. Pupils eagerly explained how they can take the lead, for example through suggesting learning projects in class. They also demonstrated initiative by setting up a litter-picking club. Taking responsibility and showing leadership are encouraged by staff, who oversee the prefects and monitors system, and create opportunities for leadership experience for pupils as librarians, sports leaders and team captains, as well as within choirs and orchestras.
- 3.19 The value that pupils accord to diversity and respect for different cultures is very evident: they are sensitive and tolerant. Almost all parents believe that the school actively promotes the values of democracy, respect and tolerance of other people, and the vast majority of pupils believe that the school encourages them to respect and tolerate other people. Pupils celebrate cultural diversity, enjoying a Reception child sharing his first language by naming minibeasts in Turkish for the rest of the class and Year 4 taking a Spanish assembly. Pupils enjoy discussing and evaluating how lives differ as a result of culture. Pupils' respect is fostered by the school ethos and by the wider curriculum. Staff stand alongside pupils in celebrating cultural diversity.
- 3.20 Pupils fully understand the value and importance of staying safe in the different activities of life, from engaging online to crossing the road. The priority attached by the leadership and management of the school to fostering the well-being of the pupils is a major strength of the school and includes physical, emotional and mental health. It manifests in every aspect of school life. This results in an excellent attitude by pupils to keeping healthy. Pupils enjoy physical activity and learn in a stimulating but safe environment.

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 and the child protection governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration, meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support 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

Ms Rhiannon Williams	Reporting inspector (Former director of studies, IAPS school)
Mrs Shirley Drummond	Compliance team inspector (Head teacher, IAPS school)
Mr David Brown	Team inspector (Deputy head, IAPS school)
Mr Brian Melia	Team inspector (Former head, IAPS school)