



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Newcastle Preparatory School

March 2022

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School's Details

School	Newcastle Preparatory School			
DfE number	391/6003			
Registered charity number	668983			
Address	Newcastle Preparatory School 6 Eslington Road Jesmond Newcastle upon Tyne Tyne and Wear NE2 4RH			
Telephone number	0191 2815668			
Email address	enquiries@newcastleprepschool.org.uk			
Headteacher	Ms Fiona Coleman			
Chair of governors	Mrs Susan Blair			
Age range	3 to 11			
Number of pupils on roll	268			
	EYFS	75	Juniors	193
Inspection dates	29 March to 1 April 2022			

1. Background Information

About the school

- 1.1 Newcastle Preparatory School is an independent co-educational day school, founded in 1885. It is a charity directed by a board of governors who are also its trustees. The school comprises the Early Years Foundation Stage (EYFS) department for children aged 3 to 5 years, Key Stage 1 for pupils aged between 5 and 7 years, and Key Stage 2 for pupils aged 7 to 11 years. All are situated on the same site in Jesmond, Newcastle. Since the previous inspection, a new head teacher and deputy head teacher were appointed in 2018. A new chair of governors was appointed in 2021.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.3 The school seeks to provide an inspiring, secure environment in which pupils can experience success and grow in confidence. It aims to encourage pupils to explore a challenging curriculum whilst respecting and valuing every individual in an inclusive and caring community.

About the pupils

- 1.4 Pupils come from a range of professional backgrounds and live within a 35-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly average in comparison to those taking the same tests nationally. The school has identified 33 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia and attention deficit needs, all of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 27 pupils, whose needs are supported by their classroom teachers and through small group and individual sessions. The school modifies the curriculum and provides additional opportunities in and outside the classroom in order to meet the needs of pupils who are identified as the more able in the school's population.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are 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 FOCUSED 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 standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; 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 standards 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's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils in most areas by means that pay due regard to current statutory guidance. Good behaviour is promoted; bullying is prevented so far as reasonably practicable; the requirements relating to fire safety are met. 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.
- 2.9 A suitable policy for health and safety is in place and has been implemented in most respects, but the proprietor has not ensured the suitability of the premises for the age of EYFS children cared for through the review and monitoring of health and safety in accordance with its policy. A written first aid policy and an appropriate procedure for the administration of medicines are in place. A suitable number of adults are trained to deliver first aid and paediatric first aid. However, the school has not taken into account the number of children, staff and layout of premises to ensure that adequate numbers of appropriately trained staff are available in all areas of the school and a paediatric first aider is always available to respond to emergencies quickly.
- 2.10 The standards relating to welfare, health and safety in paragraphs 7–10, 12 and 14–16, 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 11 [health and safety] and 13 [first aid] are not met.**

Action point 1

The proprietor must ensure that review and monitoring of health and safety is carried out in accordance with its policy so as to ensure the suitability of the premises for the age of EYFS children cared for [paragraph 11; EYFS 3.55].

Action point 2

The school must ensure that adequate numbers of appropriately trained staff are available in all areas of the school throughout the school day and a paediatric first aider is always available to respond to emergencies quickly [paragraph 13; EYFS 3.25].

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 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

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard. 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.
- 2.14 The school's arrangements for the examination, treatment and short term care of pupils who are injured or unwell are not suitable. The accommodation allocated for this purpose is not always readily available, does not include washing facilities and is not near a toilet facility.
- 2.15 The standards relating to the premises and accommodation in paragraphs 23 and 25–29 are met, but that in paragraph 24 [medical facilities] is not met.**

Action point 3

The school must ensure that appropriate accommodation is available for the examination, treatment and short term care of pupils who are injured or unwell [paragraph 24; EYFS 3.55].

PART 6 – Provision of information

- 2.16 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes 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 with education, health and care plans or English as an additional language. It also includes 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.
- 2.17 The standard relating to the provision of information [paragraph 32] is met.**

PART 7 – Manner in which complaints are handled

- 2.18 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.

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

PART 8 – Quality of leadership in and management of schools

2.20 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, and they actively promote the well-being of the pupils.

2.21 Health and safety provision is not reviewed and monitored in accordance with school policy to ensure the suitability of the premises for the pupils in the school. Arrangements for the provision of first aid do not ensure the ready availability of appropriately trained staff in all areas of the school. The school does not allocate suitable accommodation for the examination, treatment and care of pupils who are injured or unwell.

2.22 The standard relating to leadership and management of the school in paragraph 34 is not met.

Action point 4

The proprietor must ensure that school leaders and managers demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the independent school standards are met consistently and the well-being of pupils is actively promoted [paragraph 34(1)(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.

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

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

Key findings

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

- Pupils of all abilities make excellent progress.
- Pupils demonstrate high levels of attainment in communication and numeracy.
- Pupils' information and communication technology (ICT) skills are excellent, including their application of these across the curriculum.
- Pupils' ability to hypothesise, analyse and synthesise is highly developed.
- Pupils are extremely effective collaborators in lessons both in and outside the classroom.

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

- Pupils are extremely confident and self-assured. They have a deep sense of self-understanding and of what they need to do in order to succeed.
- Pupils demonstrate great maturity in their decision-making and their understanding of its impact on their lives.
- Pupils show a wholehearted acceptance of others whether they differ from themselves in background, culture, faith or needs.
- Pupils have an extremely well-developed understanding of how to stay safe and healthy in both mind and body.

Recommendations

3.3 The school should make the following improvements:

- Enable pupils to take increased responsibility for their learning so that they use their skills, knowledge and understanding in greater depth during independent activities.
- Enable pupils to develop a stronger appreciation of non-material aspects of life through the provision of increased opportunities to engage in reflection during the school day.

The quality of the pupils' academic and other achievements

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

3.5 Pupils make excellent progress from their starting points, whether they enter the school in the nursery or at an older age, benefiting from the effective monitoring of teaching and learning by school leaders.

This is evident from their results in standardised tests and from the school's robust tracking system, which demonstrates their success in attaining the ambitious targets set by their teachers. Pupils' high levels of attainment and rapid progress over time were evident in scrutiny of their work and in lessons. This was seen when pupils in Year 1 developed their knowledge of phonics and those in Year 6 consolidated their understanding of how to represent different percentages in pie charts. The achievement of pupils with SEND and EAL is excellent due to individually tailored support from class teachers and specialist staff. More able pupils achieve at very high levels, in response to ample opportunities provided in lessons for them to tackle more advanced material. Pupils of all ages and abilities make good use of the informative feedback they receive in their lessons and books, showing a clear understanding of how to progress further. All parents who responded to the pre-inspection questionnaires agreed that teaching, including online provision, enables their child to make progress.

- 3.6 Pupils achieve at a high standard across a wide curriculum which includes subjects such as outdoor learning, Latin and reasoning. They demonstrate advanced skills, knowledge and understanding due to specialist teaching and planning which includes high expectations and engaging and challenging activities. In the questionnaire, a small minority of pupils did not agree that most lessons are interesting. When discussing their lessons, pupils said that they found some subjects less exciting to learn about, but they agreed that teachers gave them interesting tasks to complete. This was shown to be the case in lesson observations. Pupils' competence in art is evident in displays throughout the school, featuring colourful work in a wide variety of media, such as Chinese dragon collages, clay elephants, papier maché hot air balloons and models of chocolate bars. Children in the nursery were eager to share their knowledge of farm animals and equipment, and older pupils demonstrated agility in creating challenging balance sequences in physical education (PE) and confident, tuneful singing in music.
- 3.7 Pupils are highly skilled communicators, developing their skills rapidly from the earliest age in response to many opportunities for speaking, listening, reading and writing. They speak eloquently and listen attentively to their teachers and peers. This was seen in a Reception lesson where children first listened to and then acted out the story of *The Billy Goats Gruff* with great enthusiasm. Pupils' advanced reading skills are extended through a curriculum which links learning across different subject areas. Reception children write simple sentences about subjects such as dinosaurs, and pupils throughout the school demonstrate a mature command of the written word. Year 6 pupils make effective use of the sophisticated vocabulary introduced to them by their teachers, saying they will make good use of this in later life. Pupils put their excellent writing skills to good use for a wide range of purposes, due to a wealth of opportunities to do so and teaching which challenges pupils of every age to constantly improve their knowledge and skills. Work seen on display around the school and in pupils' books provided ample evidence of their mature proficiency, including Year 2 pupils' research on pandas and Year 4 pupils' newspaper articles.
- 3.8 Pupils are highly numerate, and achieve at levels which are in advance of age related expectations. Pupils of all abilities make excellent progress in mathematics, evidenced in their books and during lessons observations. Year 4 pupils of all abilities calculated change to two decimal places, and those in Year 6 undertook complex problem-solving activities involving fractions. Pupils are encouraged to find a range of strategies to support their learning, as seen in a Year 2 lesson where pupils identified different ways of making the number 12 using three numbers. Pupils discussed their maths lessons with enthusiasm and readily identified many other subjects where they put their skills to good use. They measure sound, volume and time science experiments and construct spirals in their information and communication technology (ICT) lessons. Pupils applied their mathematical skills to excellent effect when learning about money in personal, social, health and economic education (PSHE), creating patterns in lego club and calculating the age of Amelia Earhart in a topic lesson.
- 3.9 Pupils become highly adept in ICT, acquiring a wide range of skills through the computing curriculum and benefiting from the governors' generous provision of resources. Children in the EYFS undertake simple coding tasks with mobile devices, their skills growing to encompass the creation of complex

games and 3D models in the upper years of the school. Pupils' mature word processing skills are used to great effect across the curriculum, and they view the use of electronic devices as a natural part of their learning. From the construction of bar charts in Year 1 to the creation of virtual ancient cities in Year 6, pupils demonstrate a natural facility with technology and the ability to use it productively in order to further their achievements in many areas of learning. They are quick to appreciate the power of technology in informing and persuading others, as seen in a highly effective presentation to inform adult about how to maintain well-being. Pupils' proficiency can be seen throughout the school in the form of information posters about themselves and biographies of famous people, and in the wide-ranging research topics undertaken in subjects such as science and history.

- 3.10 Pupils develop highly effective study skills in response to the school's aim to encourage pupils to explore a broad curriculum. They hypothesise and predict with confidence in science lessons, relishing the regular opportunities they are given to do this. They are highly competent when undertaking research and presenting their findings in their chosen form to their peers. Pupils spontaneously make connections between the different areas of their learning when discussing their work. They readily identify the means by which their findings in one subject enable them to achieve well in another, such as when using their mathematical knowledge of coordinates in geography map work. Open dialogue encourages all learners to reflect, analyse and hypothesise in all areas of their learning, such as in a Year 6 history lesson where pupils could give their reasons for preferring to live in the stone or iron ages. Older pupils provided detailed accounts of independent experiments to find out how blubber works and their application of historical research on Pompeii to the creation of a model of the city in ICT.
- 3.11 Pupils are extremely effective at working collaboratively, doing so throughout the school day, whether in pairs, groups or a whole class, both in the classroom or when learning outside. Lessons seen during the inspection included pupils working together to great effect when devising sequences in PE, solving problems in mathematics, preparing presentations in history, and creating colour wheel parrots in art. Pupils are fully engaged in their learning, confirming the school's success in achieving its aim to provide an inspiring environment. Pupils benefit from the governors' support of the woodland learning environment, where many opportunities for them to develop their excellent collaborative skills are provided in activities such as orienteering and den-building. Pupils take a pride in their achievements, as seen in the high volume and careful presentation of their work. They demonstrate high levels of independence and enjoy opportunities to make their own decisions about matters such as which famous scientist to find out about and which side to argue in a debate. However, pupils do not always take sufficient responsibility for their own learning to enable them to fully apply their skills, knowledge and understanding in great depth during independent activities.
- 3.12 Pupils experience considerable success in many contexts outside the classroom, benefiting from a wide range of extra-curricular activities and the school's identification of activities which further their individual talents and interests. From technological challenges and art exhibitions to chess competitions, musical events and sports fixtures, pupils demonstrate their abilities and enthusiasm for engaging in their favourite activities. Teams have participated and won at local level in rugby, hockey, cross-country and football and at county level in netball. Pupils of all ages perform regularly to their peers in their music lessons and assemblies, and productions for each year group in the school ensure every pupil in the school develops confident performance skills. Pupils take great satisfaction in their successes and in the opportunity to take part in activities beyond the curriculum, such as embroidery, yoga and philosophy. Older pupils are highly successful in passing individual music examinations, and in gaining places at selective senior schools, with several being awarded scholarships. In the questionnaire, a few parents felt that the school does not provide a suitable range of extra-curricular activities; inspectors found a suitable range in place for younger pupils and wide-ranging provision for older pupils, in fulfilment of the school's aim to allow pupils to experience success.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are extremely self-assured. Pupils of all ages, including those with EAL and SEND, can identify their strengths and weaknesses and readily acknowledge their peers' successes and talents. The school's core values are highly effective in enabling pupils to develop a deep level of confidence. This allows them to be fully open with their thoughts and ideas, safe in the knowledge that their contributions will be valued and their misconceptions corrected with sensitivity. Pupils talk about these throughout the day, in response to their strong promotion by school leaders through displays, inclusion in planning and rewards for pupils who demonstrate them in and outside the classroom. Pupils display excellent resilience and are keen to rectify any errors they have made in order to make further progress. This is evident throughout the school day, from correcting their own mistakes in class to coping when a games fixture is lost. They value the encouragement of their teachers to tackle difficult tasks, and relish challenges in all activities, from mathematics lessons to outdoor learning, in fulfilment of the school's aim to encourage them to do so. Pupils have a strong sense of what they need to do to improve their work through the feedback, support and challenge they receive in lessons and in their books. Older pupils are proud of their achievements in getting into the senior schools of their choice and say they are very well prepared for the move when the time comes.
- 3.15 Pupils are confident in their ability to make sensible decisions about their learning and matters outside the classroom, understanding the impact on their academic progress or well-being. Pupils take responsibility for their own decisions throughout the school day. Children in the EYFS selected sensible partners to walk with to their PE lesson, and those in the yoga club considered carefully which breathing technique to use. Pupils say that they value the daily opportunities they receive to decide the level of difficulty of work in mathematics lessons and talk appreciatively of their teachers' guidance in ensuring they challenge themselves. They make thoughtful choices about the number of activities they engage in so as to ensure their personal success and well-being. Pupils talk with maturity about the challenge of making decisions about their future schools and the importance of taking different factors into consideration when doing so. They are highly conscious of the impact their decisions will make in the future, looking ahead to suitable educational paths for their desired careers.
- 3.16 Pupils display an instinctive acceptance of others, whatever their backgrounds or traditions, in fulfilment of the school's aims to create a community of respect and inclusion. Pupils talk with animation about their knowledge of religions such as Hinduism and Islam. They have a broad knowledge of other religions and cultures through the school's teaching of religious education, geography and languages. Displays around the school demonstrate pupils' knowledge and understanding about different countries and faiths, including India and Judaism. Pupils appreciate their own culture, including the law of the land and national events such as the census. They demonstrate a mature understanding of the range of needs and characteristics of their peers, and work alongside others with tolerance and sensitivity. Pupils interviewed were adamant that pupils' backgrounds or differences are of no importance in how they treat others, saying that everyone has rights. All parents who responded to the questionnaire agreed that the school actively promotes respect and tolerance of other people; inspection evidence supports this view.
- 3.17 Pupils have an excellent understanding of the importance of a balanced diet and regular exercise in staying healthy. Children in the EYFS know that it is important to take exercise, and Year 2 pupils understand why it is important to drink water during the day. Older pupils spoke knowledgeably about the healthy choices they make at lunchtime and about the safe use of knives in the outdoor learning environment. Pupils are highly aware of the need to stay safe online and the ways in which they can do so. All pupils who answered the questionnaire said that they understand how to stay safe online, and those interviewed talked confidently about their learning about online safety in ICT and PSHE lessons. Pupils are clear in their understanding of the importance of their mental health, benefiting from opportunities to check in with their teachers about their well-being and the many books on display which facilitate discussion on this topic. Pupils speak with great appreciation of the impact of

their PSHE lessons and of initiatives such as well-being week, saying that their well-being is strongly promoted by the school and the depth of knowledge that the staff have about them as individuals.

- 3.18 Pupils engage successfully in a wide range of positions of responsibility. Every pupil in Year 6 has a role to fulfil, ranging from house and sports captains to librarians and art or IT monitors. The well-being wardens take responsibility for the buddy system, which enables older pupils to support and act as role models for younger ones in school. The school council has been instrumental in introducing measures such as the buddy bench. Younger pupils serve on the two school councils and undertake a substantial number of roles in their classrooms, giving them a sense of pride in supporting their teachers and classmates. Pupils make meaningful contributions to the wider community, understanding that many others are less fortunate than themselves. They are active in raising funds for charities both local and further afield. This includes support for the local food bank and singing for the local community in the local library in addition to events which raise funds to support national charities.
- 3.19 Pupils work together effectively in activities both in and outside the classroom. School council members and house captains work together to organise fund-raising activities and Year 5 pupils worked with great success to raise funds for the school in the *Make £5 Grow* challenge. Pupils readily explain what friendship means, and say that they relish opportunities to work together to achieve common goals. This was evident in a number of clubs and activities, such as in the Year 2 science club where pupils worked in pairs to separate different substances. Year 1 pupils collaborated with equal success when deciding which materials to use in their bridge building during construction club. Pupils in Year 4 were observed to collaborate very effectively when rehearsing a complicated song and dance routine, guiding each other to the correct positions to ensure a polished performance.
- 3.20 Pupils demonstrate a thoughtful appreciation of non-material aspects of life such as friends, family and time spent in the outdoors. Children in the EYFS express excitement and curiosity when identifying creatures and plants in their outdoor learning lessons. They took great care to consider their needs when designing a bug hotel. Older pupils showed considerable empathy when writing from the perspective of literary characters, such as Willie in *Goodnight Mr Tom*. Pupils interviewed recognised the significance of feeling safe and enjoying freedom of choice and expression. Pupils readily discuss challenging philosophical questions in philosophy club and reasoning lessons, such as the difference between spontaneous and drug-induced happiness. Pupils say that they value times when they can reflect quietly in school, although they found it difficult to identify times when opportunities are available to further their spiritual understanding in this way.
- 3.21 Pupils display a strong understanding of right and wrong in response to the guidance the school provides and the support of their teachers in helping them to right any wrongs that may occur. They can explain why rules are needed to facilitate well-being and harmony in and outside of school. Pupils demonstrated an inbuilt understanding of the importance of rules designed to keep them safe when using the schools' staircases and engaging in outdoor learning activities. They appreciate rules which help their well-being, such as those concerning items they are not allowed to bring to school. Pupils readily accept responsibility for their own behaviour in response to the leadership's implementation of a highly effective behaviour policy in which discussion and reflection play a significant role in resolving issues between pupils. Older pupils interviewed understood the importance of laws in the wider world, and readily provided examples of national laws, explaining their significance in ensuring a safe and peaceful world.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Karen Williams	Reporting inspector
Mr Neil Chippington	Compliance team inspector (Head, IAPS school)
Mrs Joanne Speight	Team inspector (Head of pre-prep, IAPS school)