



Focused Compliance and Educational Quality Inspection Report

Winterfold House School

May 2023

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School's Details

School	Winterfold House School		
DfE number	885/6006		
Early Years registration number	EY287516		
Registered charity number	1098740		
Address	Winterfold House School Chaddesley Corbett Kidderminster Worcestershire DY10 4PW		
Telephone number	01562 777234		
Email address	info@winterfoldhouse.co.uk		
Headteacher	Mrs Denise Toms		
Chair of governors	Mr Michael Luckman		
Proprietor	Governors of Bromsgrove School		
Age range	0 to 13		
Number of pupils on roll	331		
	Nursery	77	Pre-Prep 97
			Prep 157
Inspection dates	10 to 12 May 2023		

1. Background Information

About the school

- 1.1 Winterfold House School is an independent co-educational day school. It is part of Bromsgrove School, a charitable foundation whose trustees provide governance. Founded in 1923 as a Roman Catholic boys' boarding school in Birmingham, it moved to its current extensive grounds in North Worcestershire in 1946. It became a co-educational day school in the 1990s and joined the Bromsgrove School group in 2016. The school is organised as a nursery to age 2, a pre-prep to Year 2, and a prep to Year 8. Bromsgrove School was inspected at the same time as this inspection.
- 1.2 Since the previous inspection a woodland classroom and cottage garden have been established for outdoor learning. The chair of governors was appointed in September 2022.

What the school seeks to do

- 1.3 The school aims to enable its pupils to fulfil their true potential in all areas of life within a happy and secure environment. It seeks to achieve this by having high expectations within a broad and balanced curriculum to build confidence and self-esteem. The school, which has a Roman Catholic ethos, emphasises the value and sanctity of the individual and the importance of the community above self.

About the pupils

- 1.4 Pupils come from mainly professional family backgrounds living within a ten-mile radius of the school. Data provided by the school indicate that the ability of pupils is above average compared to those taking the same tests nationally. The school has identified 31 pupils as having special educational needs and/or disabilities such as dyslexia, dyspraxia and autism, all of whom receive additional specialist support. No pupil has an educational, health and care (EHC) plan. No pupils are identified as having English as an additional language. The school provides enrichment activities for those pupils identified as the most able in the school's population to broaden and extend their talents.

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 meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

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 in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. 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 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.
- 2.9 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

- 2.10 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 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.

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

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

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

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils.

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

3. The quality and standards of the Early Years Foundation Stage

Overall effectiveness: the quality and standards of the early years provision

- 3.1 The overall effectiveness of the early years provision is good.
- 3.2 Since the previous inspection, a new leadership team for the early years has been established. Leadership and management roles are clearly defined and ensure effective oversight and monitoring of the registered setting. Opportunities for staff professional development have been increased and provide good awareness of teaching and learning strategies that enhance children's progress.
- 3.3 Children display good levels of emotional security and form positive attachments with their key person. Their personal and emotional development is supported well; they are secure, happy and actively engage with their environment. Children successfully gain skills and knowledge through the resources and activities available.
- 3.4 The needs of all children who attend the setting, including those with SEND are met through the curriculum and the care practices. There is a shared understanding of and responsibility for protecting children. The requirements for children's safeguarding and welfare have been fully met.
- 3.5 The curriculum meets the needs and interests of each child at an age-appropriate level and all children make good progress from their starting points. However, curriculum planning does not always ensure that there is clear intent to enable children's outcomes to be as strong as possible.
- 3.6 Most children are prepared for the next stage of their education, but the current rigid transition arrangements do not allow flexibility for children to move rooms when they are developmentally ready.

Quality of education

- 3.7 The quality of education is good.
- 3.8 The curriculum is designed with regard to the EYFS statutory framework and enables children of different ages to acquire appropriate knowledge and cultural capital. All children are given the same opportunities and individual needs are supported effectively.
- 3.9 Children happily choose activities and are fully engaged. The children's needs are met through the activities provided and staff create a suitable learning environment. Children develop, consolidate and deepen their knowledge, understanding and skills across all areas of learning. However, children's outcomes are not as strong as possible as there is not always clear intent of the learning outcomes behind the activities provided.
- 3.10 Practitioners have a good understanding of the way in which young children learn and meaningfully engage with them. They effectively model good speaking and listening skills and successfully encourage children to develop their communication capabilities. Practitioners effectively introduce new vocabulary to extend the children's understanding and introduce new ideas and concepts through stories, rhymes and songs.
- 3.11 Children articulate what they know, understand and can do in an age-appropriate way, holding thoughtful conversations with adults and their friends. Children demonstrate good understanding of early mathematical concepts such as size and shape by successfully matching objects. Children are physically active in their play; they show good control and co-ordination in both large and small movements when in the outside area.
- 3.12 Assessment systems effectively monitor the children's progress and highlight areas for development. Practitioners support parents to extend their child's learning at home by providing next steps. In the questionnaire responses, a few parents commented that they did not receive regular and helpful information on their child's performance and progress. However, inspectors found practitioners

effectively share information with parents about their child's progress through daily verbal feedback, the online learning journal and formal reports.

Behaviour and attitudes

- 3.13 Behaviour and attitudes are good.
- 3.14 All children display positive attitudes to learning; they enjoy being inventive and are curious. They confidently explore the rooms and choose activities that they wish to play with. Children become fully absorbed in their play and exhibit many of the characteristics of effective learning, for example when carefully watching ants in the woodland learning environment.
- 3.15 Children behave well because there are high expectations across the setting. On the odd occasion, when a child struggles to regulate their behaviour, for example by pushing their friend to get the toy they want, staff take appropriate action to support them and help them to develop their sense of right and wrong. Children demonstrate good listening skills and respond positively to adults and each other. Their behaviour indicates that they feel safe and secure in the setting. Relationships between practitioners and children reflect a positive and respectful culture.
- 3.16 Children show high levels of concentration and perseverance to achieve the outcome that they want, as seen when a child spent twenty minutes taking train carriages out of a basket and fixing them together before endeavouring to move them as one long train.
- 3.17 Children develop good habits of independence, resilience and perseverance by taking an active part in their learning. Children are confident and have their own ideas. They show great enjoyment and imagination as they re-enact the *Three Little Pigs*. Children are very successful at playing collaboratively.
- 3.18 Daily registers are taken and parents are contacted if children do not arrive when expected. These practices help to form good habits for future learning

Personal development

- 3.19 The personal development of children is good.
- 3.20 Practitioners show a high level of care towards the children; they effectively support children's emotional security and development of their character. A well-established key person system helps children form secure attachments and promotes their wellbeing and independence. When children are upset, they quickly seek reassurance from staff. The atmosphere in the rooms is calm and relaxed; the children feel safe and secure.
- 3.21 The provision is organised effectively to develop the children's independence as most resources are easily accessible. Regular music sessions encourage children to develop their confidence as they sing, dance and play musical instruments with gusto. There is good outdoor provision, and the practitioners use the extensive school grounds to enhance the children's personal development. Practitioners successfully guide and reassure children to take risks within a safe and supervised environment so that they feel confident to try things for themselves. There is good use of praise to encourage the children to have-a-go and to celebrate when they succeed.
- 3.22 Effective hygiene practices ensure that the personal needs of children of all ages are met appropriately. Children understand that it is important to wash their hands before eating. Practitioners give clear and consistent messages to children that support healthy choices around food, rest and exercise. The snacks and meals provided promote good health. Planned activities such as visiting the woodland learning environment and going for walks provide the children with many opportunities to be physically active.

- 3.23 The setting has an appropriate safeguarding policy and provides suitable related training for staff. It is effective in meeting the EYFS statutory requirements. Leaders ensure that policies relating to children's welfare are implemented consistently.
- 3.24 Practitioners support children to develop their understanding and appreciation of diversity. They do this in an age-appropriate way to help children to reflect on their differences and understand what makes them unique. Practitioners use words and phrases from home to promote a feeling of inclusivity. Children are encouraged to greet each other as they arrive in the room, helping them to understand the importance of being friendly and showing respect towards each other.

Leadership and management

- 3.25 Leadership and management are good.
- 3.26 Leaders effectively articulate a clear vision. The setting has strong shared values; all policies and procedures are implemented successfully and consistently. The care provided is inclusive and all children are treated equally. Parents are highly complementary about the standard of care that their children receive.
- 3.27 Leaders act with integrity to ensure that all children, particularly those with SEND, have full access to early education. There is good use of outside agencies if needed, for example to support speech and language needs. There are effective systems in place to ensure leaders engage successfully with children, their parents and others in their community.
- 3.28 A strong culture for safeguarding is evident. Through robust policies and procedures, leaders successfully fulfil their statutory duties. Staff training and pre-employment checks are effective. Leaders ensure that staff are appropriately qualified. Professional development is provided, including suitable training for safeguarding and first aid. There is a good system in place for staff supervision and staff are supported effectively.
- 3.29 Governance is robust and successfully holds senior leaders to account for the quality of education and care within the setting, ensuring resources are managed effectively and efficiently.

Compliance with statutory requirements

- 3.30 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.**

Recommendations for further improvement

The school is advised to make the following improvements to its provision for children in the early years.

- Ensure there is clear intent behind the curriculum to enable children to achieve the best possible outcomes.
- Improve transition arrangements to ensure all children are developmentally ready for the next stage of their education.

4. 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

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

- Pupils have outstanding attitudes to learning.
- Pupils' achievements in their extra-curricular activities are excellent.
- Pupils' numeracy skills are excellent.
- Pupils develop secure subject knowledge and understanding and have highly developed skills for learning.

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

- Pupils have excellent social skills.
- Pupils develop high levels of self-awareness as they move through the school.
- Pupils' behaviour in classes and around the school is excellent.
- Pupils make significant contributions to their school community.

Recommendation

4.3 The school is advised to make the following improvement.

- Enable pupils to increase their use and understanding of information and communication technology (ICT) across the whole curriculum.

The quality of the pupils' academic and other achievements

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

4.5 Pupils' achievement is excellent and they make strong progress in relation to their abilities. Data provided by the school confirm that in 2022 almost all Year 6 pupils achieved at least in line with or above national expectations compared to those taking the same tests nationally. Data from 2021 confirms this overall picture. In the EYFS three-quarters of pupils showed a good level of development in all their Early Learning Goals at the end of Reception in 2022. These high levels of achievement are a result of the expert and skilful teaching provided by staff and leaders. Pupils with SEND make strong progress in relation to their abilities. They meet their potential as a result of highly focused and individualised support. Pupils make excellent short-term progress in lessons, as seen when Year 2 pupils made significant progress in their learning about time by making confident use of terminology such as 'half-past the hour'. In 2022 all Year 8 pupils gained places at academically selective

independent senior schools, with a third of pupils gaining scholarships for academic achievement, art, and music. The school successfully fulfils its aim to enable pupils to make excellent progress towards fulfilling their potential.

- 4.6 Pupils' attitudes to learning are excellent. They engage with high levels of focus in lessons. They undertake set tasks with enthusiasm achieving a high volume of work across all subjects, as seen when pupils shared their extensive and detailed written responses in English with inspectors. They collaborate successfully, often giving one another high levels of mutual support. For example, Reception children were highly effective when working together successfully to make a house for a toy frog, by assigning each other component tasks to complete. Pupils are also highly capable of working independently to meet their own needs. Year 7 pupils in Spanish successfully selected relevant revision activities to match their own needs. When given the opportunities, pupils enthusiastically take ownership of their learning, as when Year 1 pupils successfully composed highly descriptive poems about the seaside, drawing on all their senses. They readily take steps to deepen or confirm their understanding. Year 7 pupils posed relevant questions in history to clarify their understanding of the religious settlement plan during the reign of Elizabeth I.
- 4.7 Pupils achieve excellent levels of success outside the formal curriculum. This is most notable in the high levels of participation in the wide range of extra-curricular activities offered by the school, particularly in sport and music. A significant proportion of pupils learn musical instruments, achieving considerable success in grade examinations up to the highest level. Many take part in the numerous opportunities to perform both at school and in local and regional events, achieving success in competitions up to national level. Individual pupils have been selected to play in regional and national children's orchestras and ensembles. Pupils are accomplished in debating, achieving success in national competitions and are confident when reciting verse, for example at the annual poetry competition. Annually, all pupils successfully participate in the many school drama productions provided by school leaders. Pupils are highly accomplished in team sports achieving regular success in local and regional competitions, for example in cross-country and football. Many pupils from the school have been selected to play at county level in football, rugby, cricket, hockey, tennis and badminton. Orienteering teams from the school have been finalists at regional and national level. In their responses to the pre-inspection questionnaire, almost all parents agreed that the school provides a suitable range of extra-curricular activities.
- 4.8 Pupils are extremely capable mathematicians. They demonstrate excellent mental arithmetic skills supported by rigorous reinforcement, for example of times table skills. They complete a large number of calculations in their work to a high level of accuracy and in meetings with inspectors, described the satisfaction they gained from completing complex calculations. They have secure knowledge and understanding of a broad range of mathematical concepts and readily choose to solve challenging number problems. For example, Year 8 pupils in mathematics accurately calculated the volume and area of a cylinder. Pupils frequently apply their secure understanding of mathematics across other areas of the curriculum. Year 7 pupils in science successfully used their measuring skills to determine the comparative rates of descent of paper sycamore seeds of varying sizes.
- 4.9 Pupils have excellent knowledge, skills and understanding across the broad curriculum. Year 7 pupils in science demonstrated detailed understanding and knowledge when deftly dissecting tulip flowers to correctly identify the component parts. Year 5 pupils displayed effective knowledge in history when sharing excellent insights into the reasons for the evacuation of children during the last world war. Year 5 pupils also have a secure geographical understanding of British place names and coastal features enabling them to successfully label maps. Year 8 pupils demonstrated highly developed linguistic skills supported by an excellent and broad knowledge of Spanish vocabulary. Pupils are highly creative in the arts. There is an excellent standard of pupil art on display around the school; Year 7 pupils' rich and colourful renditions of Van Gogh's most famous paintings, successfully captured his style and vivid use of colour. Many pupils are able musicians, as seen when a group of prep pupils performed a well-known song in assembly with gusto and perfect pitch. Pupils are physically very well-

coordinated. In cricket Year 3 pupils showed excellent skills in fielding a rolling cricket ball. Pupils' physical success is supported by the wide range and high standard of sporting opportunities provided by school leaders.

- 4.10 Pupils are articulate and confident communicators. They express their ideas clearly, particularly when in discussion with inspectors. They speak with clarity in public, for example when Year 7 pupils read prayers and responses during mass. They have highly refined listening skills, as seen in Year 8 pupils' nuanced responses to instructions and questions in Spanish. They use these skills successfully to develop and build on each other's ideas in debates and discussions. In history Year 5 pupils effectively debated the difference between facts and opinions. Pupils read well from an early age and older pupils in particular often choose to read for pleasure supported by the school's welcoming library. Pupils' writing is detailed and accurate, often displaying creative and effective use of description, and covering a wide range of genres. This success is reflected in the good standard of writing seen across the curriculum for example in Year 3 pupils' vivid use of vocabulary to enrich their writing based on 'A Midsummer Night's Dream'.
- 4.11 Pupils have well-developed study skills. They are well organised in their work and take pride in its presentation. They develop strong critical thinking skills from an early age. Year 2 pupils in mathematics demonstrated excellent higher-order thinking skills when successfully devising ways to find the lines of symmetry of letters. They demonstrate strong skills of analysis. Reception children in the woodland classroom adapted their approaches to building shelters for a toy fox as a result of their thoughtful ongoing evaluations of their constructions' stability. Pupils reflect well on their learning, strongly supported by the helpful and constructive feedback they receive from teachers. They are proficient when hypothesising. Year 5 pupils in science accurately predicted which surfaces in friction experiments would offer the highest resistance to a moving object.
- 4.12 Pupils have well-developed skills in ICT. They make confident use of a variety of applications to support their learning in school and beyond. They readily undertake online research as when Year 7 pupils successfully collated and annotated images of natural materials for an art project. Pupils have well-developed coding skills. Year 6 pupils successfully coded interactive computer games, including a range of additional features such as music and written instructions. When given the opportunities, pupils demonstrate enthusiasm for making use of different ICT applications in a variety of contexts. For example, prep pupils successfully created podcasts to record and communicate the outcomes of their pupil voice meetings. Pupils' ability to develop their use of ICT to support their learning across the broad curriculum is, however, restricted by its limited use in lessons across all subjects.

The quality of the pupils' personal development

- 4.13 The quality of the pupils' personal development is excellent.
- 4.14 Pupils have excellent self-understanding. They have high levels of self-esteem and can reflect openly on their strengths and weaknesses. For example, Year 3 pupils in discussion with inspectors reflected with confidence on the key areas for improvement in their learning. This is strongly supported by leaders' whole-school approach to pupil self-assessment across all subjects. Consequently, pupils have an excellent understanding of how to improve. They are resilient, as when Reception children showed high levels of perseverance as they carried water from a tap to where they were working in the outdoor classroom. In lessons they maintain strong self-discipline, as observed in all lessons. They have sufficient self-awareness to ask for help when needed and do so with high levels of self-confidence. They are not afraid of making mistakes, recognising this as an important step to making further progress. Pupils with SEND recognise the strong challenges they face, but also the need to be open to others about these, to enable them to receive appropriate understanding and support.
- 4.15 Pupils have excellent spiritual awareness. They embrace and readily participate in the regular opportunities to pray throughout the school day. They often hold moments of stillness and maintain reverence for the faith that many in the school share. They engage positively and with respect in the

regular services of mass organised by leaders. Year 7 pupils' participation in mass was engaged and thoughtful, with clear and heartfelt responses. They have high levels of cultural awareness as seen in the strong levels of participation in musical and artistic activities. Pupils have a deep appreciation for the aesthetic, reflected in their strong and vibrantly coloured art work. They express clearly that there is more to life than material possessions. They recognise the importance of the natural world and the need to respect and care for the environment. In discussion with inspectors, pupils explained that beauty can be found in nature, for example in the secret garden at school or a cherry tree in blossom.

- 4.16 Pupils have excellent social understanding. They are highly effective when working in collaboration with one another. They successfully recognise each other's strengths, and allocate roles based on these to the benefit of the group. For example, Year 5 pupils in drama cooperated successfully to dynamically re-enact a scene from 'Ernie's Incredible Illusions' by building on each other's strengths and celebrating each other's successes. They are mutually supportive in lessons, for example when Year 6 pupils gave each other advice and support when learning to use computer code. Older pupils readily offer support to younger pupils. Year 8 pupils are highly effective as mentors to younger pupils, successfully giving advice and modelling how to play games fairly at breaktimes.
- 4.17 Pupils make highly significant contributions to their school community, most notably through their participation in the pupil voice programme. They have been effective in bringing about change. For example, they successfully campaigned for the introduction of peer mentors and the provision of a games room for breaktimes. They engage with high levels of enthusiasm in fundraising events, many of which they initiate. As a result, they have raised significant funds for charity, particular in relation to their partner school in South Africa, both through events arranged at school by pupil committees and one-off individual activities held out of school at their own initiative. Pupils are willing helpers around and about the school with Year 8 pupils readily helping to clear plates at lunchtimes. Older pupils are excellent role models to younger pupils, showing concern for one another through their thoughtful and willing awareness and supportive interventions.
- 4.18 Pupils' behaviour is excellent as seen in lessons, in the dining room at lunch and at breaktimes during the school day. They show deep respect for the school's rules, having a clear understanding that they are there to keep each other safe. They will often take responsibility for their own behaviour and maintain a strong sense of justice, readily challenging unfairness when they see it. They show tolerance to one another and to adults and they are highly courteous in all their interactions. They readily offer help to staff and visitors, showing a selfless awareness of the needs of others above their own. The school, supported by its governing body, successfully meets its aim to build consideration for others, and prioritise the importance of the community above self.
- 4.19 Pupils have an excellent understanding of how to stay safe and keep healthy. Older pupils have a secure understanding of how to stay safe online, recognising many of the potential pitfalls to avoid. In their questionnaire responses, all pupils who responded agreed that they know how to stay safe online. Pupils have a clear understanding of how to maintain a balanced diet, making sensible choices of healthy food at lunchtime. They have a clear knowledge of how to stay healthy, as seen by EYFS children's secure understanding of how to maintain good oral hygiene. They understand the importance of maintaining good physical fitness. For example, prep pupils in yoga understood the need to warm up correctly to avoid injury. Pupils' high level of physical fitness is supported by the wide range of sport activities offered by the school and the culture of participation nurtured by school leaders. Pupils have a developing understanding of how to maintain good mental health, although do not always have the language they need to express this clearly. Almost all parents who responded to the pre-inspection questionnaire agreed that the school encourages their child to adopt a healthy lifestyle.
- 4.20 Pupils are effective decision-makers. They make excellent decisions in lessons when given choices. For example, EYFS children are highly skilful at making decisions about their own learning, choosing those activities that offer them appropriate individual challenge. Reception children chose to be quiet when outside in order to observe a bird. Year 3 pupils in the woodland classroom made excellent choices of

materials for their natural art compositions. They are adept at realistically judging their own abilities, enabling them to take effective and well-calculated risks. Year 8 pupils have made appropriate and careful decisions about their future. In discussions with inspectors, they were able to explain with clarity the reasons they had for deciding which senior school to apply to next year.

- 4.21 Pupils are highly inclusive of one another and readily welcome new pupils and visitors. They have a strong sense of justice and fairness as seen when Reception children divided up modelling clay equally between themselves, insisting that everyone had to be treated the same. They recognise and demonstrate tolerance towards those who are different to themselves both in terms of culture and faith. For example, Year 8 pupils art work showed sensitive appreciation and interest in cultural diversity through their skilful representation of Muslim women wearing burkas and hijabs. They show interest and respect for those within the school community who have both a strong personal faith and a religious background different to their own tradition. For example, when Year 6 pupils of Sikh heritage shared their traditions with classmates. They have a good understanding of fundamental British values and the importance of democracy, readily participating in the regular opportunities to express their views as part of the school's pupil voice programme and to make choices about school provision through polls. They are respectful of those with identifiable differences, for example, by acknowledging the challenges those with disabilities may have. Whilst pupils have a basic understanding of the challenges faced by those with differences, such as race and religion, they do not yet have an age-appropriate understanding of the broad range of protected characteristics and the challenges this may bring in life to many, both at school and in the wider world.

5. Inspection Evidence

- 5.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, attended assemblies and chapel. 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

Mr Matthew Lovett	Reporting inspector
Mr Nick Robinson	Compliance team inspector (Head, IAPS school)
Ms Caroline Williams	Team inspector (Retired head of pre-prep, IAPS school)
Mrs Ann-Marie Elding	Co-ordinating inspector for early years (Head of prep, SofH school)
Mrs Ros Ford	Team inspector for early years (Former head of pre-prep, IAPS school)