



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

St Faith's School

October 2021

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School's Details

School	St Faith's School			
DfE number	873/6002			
Registered charity number	1144035			
Address	St Faith's School 6 Trumpington Road Cambridge Cambridgeshire CB2 8AG			
Telephone number	01223 352073			
Email address	info@stfaiths.co.uk			
Headteacher	Dr Crispin Hyde-Dunn			
Chair of governors	Reverend Canon Tom Buchanan			
Age range	4 to 13			
Number of pupils on roll	573			
	EYFS	49	Juniors	391
	Seniors	133		
Inspection dates	12 to 15 October 2021			

1. Background Information

About the school

- 1.1 St Faith's School is a co-educational day school founded in 1884. In 1938, it became a joint foundation with The Leys, an established Methodist school. It operates fully autonomously, although close educational links exist with the senior school. The school has occupied its current site since 1891, but buildings have been modernised and several others have been added over the years. The school is divided into four sections: early years, pre-prep, junior and senior schools.
- 1.2 The trustees of The Leys and St Faith's Foundation have proprietorial responsibility for both schools, with day-to-day governance and oversight of St Faith's School resting in the hands of the St Faith's Committee, all of whose members are Foundation trustees.
- 1.3 Since the previous inspection a new head was appointed in September 2021, and a specialist science, technology and engineering block has been built
- 1.4 During the period between March and May 2020, the whole school remained open only for the children of key workers. The school systematically re-opened to other year groups during June 2020 and during the whole of the period, the school provided remote learning for all pupils.
- 1.5 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.6 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.7 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.8 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.9 The school aims to offer a broad, inclusive and inspirational education through a diverse and stimulating curriculum and cherishing Christian environment, and to welcome children from all religious and cultural backgrounds. It seeks to offer a rounded education for children that provides for academic success, social responsiveness, excellence in individual achievement, personal happiness and spiritual awareness.

About the pupils

- 1.10 Pupils come from families with a range of professional and business backgrounds, mostly living within a 20-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 64 pupils as having special educational needs and/or disabilities (SEND) of which 42 receive additional specialist help. Two pupils have an education, health and care (EHC) plan. English is an additional language for 53 pupils, three of whom receive additional support. The school has identified a number of very able pupils for whom the school modifies the curriculum as required.

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 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](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

- 2.1 The school meets the 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 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 well-being of the pupils.

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

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Foundation	Reception

Key findings

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

- Pupils exhibit very high levels of proficiency in ancient and modern foreign language learning.
- Pupils of all ages display excellent attitudes to their studies and maintain high levels of focus in lessons.
- The success of pupils in sports, and a wide range of other activities, is exceptional.
- Pupils are highly articulate and show very effective communication skills.

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

- Pupils' behaviour and moral understanding are outstanding.
- Pupils' ability to work collaboratively is excellent.
- Pupils show high levels of reflection and understand how to improve their learning.
- Pupils demonstrate a comprehensive understanding of how to keep themselves safe and healthy.

Recommendation

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

- Ensuring that pupils are more consistently able to use their initiative and develop independent learning habits as outlined in the school's 'Learning Habits' criteria.

The quality of the pupils' academic and other achievements

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

3.5 Evidence from the pupils' work, lesson observations and the school's own assessment data shows that the overall achievement of the pupils is excellent, fulfilling the school's aim of promoting high expectations and encouraging individual excellence. Externally standardised tests and examinations, including the EYFS Profile, show that attainment is above, and in some cases well above, that of the national average for maintained schools. A high rate of progress is maintained throughout the school, with no significant difference between defined groups of pupils or areas of learning, as reflected in

externally standardised tests, pupils' written work and any digital evidence. Those sitting external examinations for secondary schools achieve a high rate of success in gaining entry to their school of choice, including schools with highly selective entry criteria. Several pupils have achieved scholarship awards in academia, music and sport in recent years, and the more able pupils are highly accomplished, achieving considerably in advance of expected levels for their age. The achievement of pupils is enhanced by the willingness of key staff to offer support or amend lesson planning as a result of their regular monitoring of assessment data. This includes revised planning and observation strategies in Reception since the last full inspection. Data provided by the school show that most pupils make good, and in some cases, excellent progress. Pupils with special educational needs and/or disabilities (SEND) make excellent progress, and many pupils for whom English is an additional language (EAL) make rapid progress, due to the high levels of support and the directed teaching they receive.

- 3.6 Pupils develop excellent levels of knowledge, skills and understanding in a very wide range of subjects including a bespoke engineering curriculum. For example, in science lessons on healthy foods, Reception children demonstrated an excellent understanding of how to maintain a healthy diet. Older pupils developed a very good understanding of topics such as e-safety, the characteristics of healthy relationships and personal boundaries in their personal, social, health and citizenship education (PSHCE) lessons. Pupils demonstrate a broad range of skills in the performing arts, and the development of skills in physical education (PE) is strong. Pupils are aided by their teachers' high expectations of attention and behaviour. In the pre-inspection questionnaire, the overwhelming majority of pupils believe that they learn a lot in lessons. Pupils study a range of European languages from an early age; for example, pupils in Year 1 sang happy birthday to one of their classmates in Spanish, showing very good pronunciation, whilst older pupils whose study is at a level far above their age-related expectations, have experience of Latin, Greek, Arabic and Mandarin added to their curriculum.
- 3.7 Pupils' oral and written communication skills are excellent. They converse in lessons with natural confidence and ask thoughtful and appropriate questions to further their knowledge and understanding. For example, a science lesson in Year 3 showed pupils confidently asking questions to explore different types of leaves and classification criteria. Such skills are developed with the youngest children. For example, children in Reception, who were in the role play 'shoe shop', were able to ask their partners about the sizes, styles and prices of the shoes available. Pupils listen attentively in lessons and are keen to communicate ideas to their peers. Pupils in Year 1 showed excellent oral skills and the ability to construct complex sentences whilst sharing their news with the class. These skills are seen throughout the curriculum, for example, in engineering where pupils in Year 5 confidently explained to inspectors their methods for constructing a rectangle and building a 90-degree joint, using the appropriate technical vocabulary.
- 3.8 Pupils have excellent numeracy skills and enjoy their mathematics lessons, benefiting from the well-sequenced lessons and the skilful questioning of their teachers. The youngest children can recognise and explain patterns in blocks and shapes, whilst the older pre-prep pupils were able to understand that addition is commutative and demonstrated this using single-digit numbers. In Year 8, pupils built spreadsheet models to calculate profit and loss on the stocks and shares they had followed in their PSHCE module on finance, applied a variety of formulae in their engineering work and used data to plot graphs in science. Older pupils also spoke of the successful development of their problem-solving skills.
- 3.9 Pupils' information and communication technology (ICT) skills across the curriculum are good and they display high levels of achievement in their computing work. Pupils in Year 7 spoke of their deepening understanding of hexadecimal and binary bases, and their command of these concepts is strong. They are assured programmers across a range of programming platforms and showed a good understanding of the terminology and skills needed for success. In coding club, for example, pupils were able to quickly create a digital environment and then programme a figure to move within it. Pupils' learning

remotely during the inspection showed an excellent grasp of their video conferencing platform; this enabled them to engage actively with lessons, and pupils with learning difficulties used tablets to support their learning. Evidence from observation and work scrutiny showed that the development of pupils' skills across the wider curriculum was limited in some lessons where teachers directed pupils to less sophisticated uses of ICT.

- 3.10 Pupils demonstrate excellent study skills which enable them to adapt confidently to a wide variety of teaching styles. They demonstrate a mature ability to question, hypothesise and analyse information. Pupils in Year 6 confidently hypothesised on the best trajectory of a catapult in engineering and older pupils had the confidence to deconstruct French, Spanish and Latin sentences in order to translate them successfully. In engineering, pupils draw knowledge from a wide range of sources including mathematics, science, computing and art to successfully plan and solve problems. Many pupils display sophisticated study skills for their age, aided by the school's 'Learning Habits' philosophy. For example, pupils in Year 8 showed higher-level thinking in evaluating the reliability and usefulness of historical sources of information. Older pupils articulated that the learning habits helped them reflect upon tasks and think what learning habits they needed to demonstrate in their work.
- 3.11 The pupils' academic and other achievements are excellent. Pupils enjoy considerable success in a significant number of events across a range of fields, with many achieving recognition outside school. Mathematicians achieved excellent results in the Primary (Junior) UK Maths Challenge, winning a merit and two distinctions in the 2021 Olympiad, and the Year 4 team recently won the Cambridgeshire Maths Challenge. Other academic successes include the winner of the Oxford University Computing Challenge, winning age categories of the SATIPS national handwriting competition and producing the winner of the Big Bang! Young Scientist of the Year competition. Pupils also gave impressive performances in reaching the finals of the National Quiz Club Championships and the Goblins Engineering team competition at Goodwood.
- 3.12 In sport, all three boys' gymnastic teams were 2020 national champions, and many sports teams reach regional and national finals. Pupils achieve excellent results in music including scholarships to senior schools, many merits and distinctions in music exams, and pupils have been awarded places in the Cambridgeshire County Youth Orchestra and Cambridgeshire Youth Wind Orchestra. The level of musicianship in school was exemplified by the strings ensemble and concert band who performed at an extremely high level during the inspection.
- 3.13 Pupils' attitudes to their learning are excellent, and the school's 'Learning Habits' are at the heart of this. A pupil in Year 7 reflected, 'If you are putting the learning habits into practice it creates a really positive mindset and a good learning atmosphere.' According to the pre-inspection questionnaire, the overwhelming majority of pupils responded that they are happy at school, and the attitudes observed in lessons and around the school, were exemplary. Pupils show enjoyment in their learning by fully participating in lessons, making contributions and sharing with partners. In a PE lesson in Year 2, pupils listened attentively, responded with appropriate enthusiasm and took turns with no arguments or fuss. The results of a recent externally benchmarked survey confirmed that pupils show a reflective attitude to their learning, from self-assessment in mathematics in Year 2 to evaluating the success of different methods groups used in Spanish in Year 8. In discussion, pupils explained how they appreciated feedback from their teachers so they could make progress. Mutual support and respect between pupils are a strong feature ensuring that all voices are heard and this included the participation of pupils who accessed the lesson remotely using an online platform. However, there were occasions when the pupils' development of independence and their ability to decide which areas of interest to pursue, as promoted in the school's learning habits criteria, were curtailed where lessons were more teacher directed.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils show excellent levels of self-understanding. They are able to reflect on their own personal characteristics and develop knowledge of their strengths and weaknesses. For example, pupils in Year 2 used a tablet to film a partner doing a gymnastic movement in PE and then analysed this with their partner and teacher using slow motion replays to improve their performance. Pupils are self-confident and show notable resilience, as evident in a mathematics lesson in Year 7 where pupils tried repeatedly to solve a set of algebraic problems in keeping with the school's ethos of continually learning and encouraging perseverance. Pupils respond positively to guidance and feedback in lessons. For example, a tutor group in Year 6 set themselves SMART targets which were refined and sophisticated as a result of the quality of dialogue with their teacher. Pupils understand and apply the 'Learning Habits' taught throughout the school to their tasks. At all ages, pupils prepare themselves well for the day ahead, and demonstrate appropriate self-discipline when sitting in lessons, listening to teachers and working with others.
- 3.16 Pupils, particularly in the younger age range, show excellent decision-making skills, understanding the significance of their decisions in relation to their own progress. Pupils learn the necessary skills at an early age, with those in Reception making choices about a range of learning and play activities. From conversations at training, the netball squad understood well that their hours on the court were needed if they wanted to retain their regional title at a forthcoming tournament. Pupils are often required to make choices throughout the school day, such as the style of artwork pupils in Year 1 decided to practise whilst working on their autumn topic or the choices they have for activities or clubs. They know that the options they choose will bring particular results, and they discuss their selection processes with confidence and interest. They have an awareness of their own optimal ways of working and may, as seen for example in an English class in Year 3, choose to stay in their seat or move to a place on the classroom carpet depending on how they believe they will learn best. Pupils explained to inspectors that they could choose to further their learning by dropping in on academic 'surgeries'.
- 3.17 Pupils develop a good spiritual awareness as they move through school. They appreciate some non-material aspects of life and show developing aesthetic and cultural awareness. In a concert band practice, pupils took joy in discovering a mistake in the music and enjoyed listening to the wrong harmonies. Pupils in Year 4 sensitively articulated their appreciation of the work of Georgia O'Keefe when they discussed how best to use pastels to illustrate flower petals. When discussing classical music that they had heard in a lesson, pupils in Year 3 commented on its 'beauty' and said some of the sounds were 'like a cuckoo', effectively drawing parallels between the music they had heard and the sounds of the natural world around them. In an optical illusion art activity, pupils saw the development of a pencil staircase drawing, sharing a sense of wonder and reflecting upon their favourite optical illusions.
- 3.18 The pupils' moral understanding is excellent. Almost all pupils are exceptionally well behaved. They understand and respect systems of school rules and accept responsibility for their own behaviour. In lessons, they patiently listen to others' views and show respect for differences of opinion. They appreciate the significance of the democratic process; studies into citizenship in Year 4, for example, highlighted the importance of parliamentary debate. Pupils challenge misbehaviour and unkindness and show no tolerance for bullying. In a lesson in Year 1, pupils were accused of copying by another and this was contested and diffused by others without the need of intervention from teaching staff. In interviews, pupils were quick to explain that the few instances of bullying are dealt with successfully.
- 3.19 Pupils have a strong sense of right and wrong and recognise the importance of good behaviour. Pupils in Year 7 spoke of how other people comment on the excellent behaviour of the pupils when they go out on trips; they wear their blazer with pride because of this reputation. Pupils spoke of the

importance of good behaviour to support their learning, thus demonstrating the fulfilment of one of the school's aims to cultivate strength of character and distinguished inter-personal qualities.

- 3.20 The social development and collaboration skills of the pupils are excellent. Pupils work very effectively with each other throughout the learning process. They share ideas and strategies and make recommendations regarding how others can improve in all aspects of school life. As examples, a pupil in Year 3 suggested that one of their classmates should use mathematical equipment to make a practical representation of a problem, and a pupil in Year 5 was seen to show real care and concern for a fellow pupil who fell in a tackle on the games field. Pupils delight in sharing each other's successes and solutions to challenges, such as the construction of go-karts in engineering and the creation of short plays in drama in Year 4. This was reflected in the pre-inspection questionnaire where most pupils responded that the school helps them to understand how to make friends and develop positive relationships.
- 3.21 Pupils involve themselves in supporting activities both within the school and in helping those who are less fortunate than themselves through charity events and donations of harvest produce, and this is an excellent feature of school life. The school council and eco committee are proactive about making the school environment more sustainable and pleasant; recent activities have included the establishment of a tree nursery and a litter-pick around school. In Reception, pupils take turns to be the energy monitor taking responsibility for turning the light off as their peers leave the room. Pupils in Year 8 converse with younger pupils, acting as 'buddies' and helping to supervise them at playtime. Prefects undertake various roles including monitoring lunch queues. Externally, an active partnership with a township in South Africa, which includes an annual dedicated fundraising event and a biennial residential visit for pupils, is commented on by many as a transformative experience and confirms the pupils' roles as global citizens. Pupils in Year 7 enjoyed working in partnership with peers in two local special schools in a drama workshop, building both community links and the pupils' wider understanding of their community. This supports the school's aims of cultivating strength of character, distinguished inter-personal qualities, distinctive leadership ability and a keen sense of social responsibility.
- 3.22 Pupils demonstrate an excellent awareness of and interest in their own and other cultures, and this represents the fulfilment of the school's aims to promote respect for others and encourage integrity of character. Pupils explore the histories and backgrounds of a diverse range of groups, religions and individuals and enthusiastically promote the understanding that they develop. Examples include a pre-prep walk-through of the Easter story, project work in Year 2 on a disabled scientist, discussions in Year 5 about the Muslim faith and investigations in Year 7 into the role Britain played in the slave trade. Discussions with pupils in Year 6 about books they had explored in PSHCE showed that they had discussed LGBTQ+ family relationships and had appreciated the significance of diversity of different family units. An understanding of the lives of others was further fostered when pupils enjoyed an assembly about football coaches from a minority group and their struggles to achieve success. The strength of this aspect of school life was confirmed in the pre-inspection questionnaire where the overwhelming majority of parents believed that the school actively promotes the values of democracy, respect and tolerance of other people, and most pupils responded that pupils treat each other with respect.
- 3.23 Pupils know how to stay healthy and safe through a range of topics within the school curriculum, especially PSHCE, computing and relevant themed assemblies. This aspect of their life at school is excellent. When interviewed, pupils explained some of the potential dangers they could face when using emails and social media platforms and demonstrated excellent understanding of when and where to seek help if working online. Engineering lessons advocate respect for workshop practices, and recognition of appropriate safety awareness is provided through the teacher-assessed engineering skills award scheme. In both lessons and interviews, pupils understood the importance of a healthy diet and the need for regular exercise as provided by the varied sports programme in school. Additionally, in their questionnaire responses, a very large majority of pupils felt that the school

encourages them to be healthy. For example, in a PE lesson in Year 6, pupils explained the purpose of different warm-up exercises giving examples of dynamic stretches. Pupils understand the importance of looking after their mental health as well as their physical well-being. The support and care they receive means they are resilient when things do not always go as planned, and they readily ask for help when they need it, including using the school counsellor.

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, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Robert Lilley	Reporting inspector
Ms Paula Mortimer	Compliance team inspector (Head, IAPS school)
Mr Jonathan Brough	Team inspector (Head, IAPS school)
Mr Oliver Bullock	Team inspector (Deputy head, IAPS school)
Mr Richard Cross	Team inspector (Head, IAPS school)