



ISI Independent
Schools
Inspectorate

Regulatory Compliance and Educational Quality Inspection Reports

Westville House School

November 2018



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School's Details

School	Westville House School			
DfE number	380/6101			
Registered charity number	1086711			
Address	Carter's Lane Middleton Ilkley West Yorkshire LS21 0DQ			
Telephone number	01943 608053			
Email address	office@westvillehouseschool.co.uk			
Headteacher	Mrs Nikki Hammond			
Chair of governors	Mr Adam Holdsworth			
Age range	2 to 11			
Number of pupils on roll	75			
	Boys	48	Girls	27
	EYFS	14	Pre-prep	22
	Prep	39		
Inspection dates	27 to 29 November 2018			

1. Background Information

About the school

- 1.1 Westville House School is an independent day school for boys and girls aged between two and eleven years. It was founded in Ilkley in 1960 and moved to its present site on the edge of town in 1992. The school became a charitable trust in 2000 and is administered by a board of governors, who are all trustees of the charity.
- 1.2 The school has two sections, the pre-prep for pupils aged from two to seven, which includes the Early Years Foundation Stage, and a preparatory department for pupils aged seven to eleven.
- 1.3 Since the previous inspection, a major programme of building works has been completed which provides a range of new facilities including a purpose built Early Years Foundation Stage (EYFS) unit, computer suite, hub linking the main school to EYFS and a refurbished library and media suite. A new chair of governors was appointed in January 2018 and the current headteacher took over in April 2018.

What the school seeks to do

- 1.4 The school aims to provide a safe, secure and happy environment within which all can thrive. It encourages positive behaviour and good manners and seeks to ensure that all pupils feel valued regardless of their gender, background or ethnicity. It aims to provide a top-quality, rounded education in a stimulating educational environment, where pupils gain confidence, achieve success, and are prepared well for secondary education and for their future lives.

About the pupils

- 1.5 The majority of pupils come from business and professional backgrounds and live within a 20-mile radius of the school. They are predominantly of White British heritage, but there is a small number from other ethnic groups. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average.
- 1.6 The school has identified 13 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist help. No pupil in the school has an education, health and care plan or a statement of special educational needs. English is an additional language for one pupil, whose needs are supported by the classroom teacher. Data used by the school have identified 11 pupils as being the most able in its population, and the curriculum is modified for them and for five other pupils because of their special talents in sport, music and art.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets 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 measures attainment using National Curriculum tests. In the years 2016 to 2018, the results were above the national average for maintained schools.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.10 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for their 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.

2.12 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

PART 7 – Manner in which complaints are handled

2.15 Parental complaints, if any, are handled 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.

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

PART 8 – Quality of leadership in and management of schools

2.17 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.

2.18 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. 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>
PP2	Reception
PP3	Year 1
PP4	Year 2
Form 1	Year 3
Form 2	Year 4
Form 3	Year 5
Form 4	Year 6

Key findings

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

- Pupils at all levels make good progress in their learning, enabled by teaching that treats them as individuals.
- Pupils display very good attitudes towards learning and demonstrate high levels of initiative when provided with the opportunity to do so.
- Pupils of all ages demonstrate very good verbal communication skills and are confident to speak in a range of contexts.
- Pupils' information and communication technology (ICT) skills are not as fully developed as they could be because ICT is not yet effectively used across all curriculum areas.
- Pupils' use of higher level thinking skills is sometimes limited where teaching provides few opportunities for independence and exploration in their learning.

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

- Pupils of all ages display consistently high levels of self-esteem and self-confidence, fully supporting the school's aims.
- Pupils' behaviour is excellent; they have a very well-developed sense of right and wrong, take responsibility for their behaviour and actions, and relationships with each other are warm and positive.
- Pupils respect the diversity of others; they demonstrate a caring, tolerant attitude and sensitivity towards the needs of others and have a real sense of pride in their school.
- Pupils work very well collaboratively in every aspect of school life both in lessons and elsewhere.

Recommendations

3.3 The school is advised to make the following improvements:

- Strengthen the pupils' ICT skills across all year groups by providing increased opportunities for pupils to develop these in lessons across the curriculum.
- Improve pupils' independent learning by providing increased opportunities for pupils to further engage in lessons as seen in the most effective teaching.
- Develop pupils' higher-order thinking skills by providing more open-ended tasks to promote increased opportunities for exploration in their learning.

The quality of pupils' academic and other achievements

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

3.5 Throughout the school, pupils strive to achieve to the best of their ability in the good range of academic and extra-curricular opportunities available to them. In the EYFS, the vast majority of children achieve, and a majority exceed, national expectations by the end of their time in the setting. Staff carefully and regularly monitor pupils' progress and attainment levels. Next steps in learning are clearly identified and shared with pupils and parents to ensure a cohesive approach. In this way, caring, sensitive teaching ensures that individual needs are catered for, enabling children to make significant progress consistent with their age and development. The vast majority of children achieve, and a good number exceed, national expectations by the end of their time in the setting. Lesson observations and scrutiny of pupils' work indicate that, overall, pupils in both the prep and pre-prep

are making good progress in relation to the average for pupils of similar abilities. Pupils with SEND make equally good progress in relation to their attainment levels when they start at the school due to their thorough implementation of skills and strategies given to them by the learning support department. Pupils' attainment, based on results from standardised tests, leavers' destinations, and the school's own assessment data is judged to be above national age-related expectations. Older pupils are successful in gaining places at their first choice of senior school, many of which have challenging entry requirements. In addition, several gain scholarships and other awards which reflect the teachers' time and expertise in preparing the pupils. These awards are gained in a wide variety of areas including academia, sport, music and drama.

- 3.6 Pupils develop good levels of knowledge, skills and understanding in a wide range of subjects, strongly supported by their excellent attitudes to learning. In the pre-inspection questionnaire, all pupils said that teachers help them learn and make progress and all parents thought that the range of subjects offered to their children was suitable. Throughout the school, pupils display a good understanding of their previous learning and are often encouraged to apply this knowledge to new situations and problems. For example, pre-prep pupils showed a good understanding of the sounds that letters make and successfully built their knowledge upon previous work. In a prep school English lesson pupils displayed knowledge of and ability to use adjectives imaginatively to describe a Christmas picture and so bring it vividly to life. In the best lessons, pupils demonstrated their problem-solving skills by teachers' clever use of open-ended questions. However, in some lessons, pupils' progress is limited, because learning is at the same pace for all pupils and tasks are not designed to be progressive. Older pupils show a good knowledge and understanding of moral and political issues pertaining to the modern world, which they have acquired through an effective personal, social, and health education programme. Children in the EYFS develop a strong understanding of the natural world because of the emphasis on outdoor learning enhanced by daily access to the school's grounds which are used both formally and informally to enhance learning.
- 3.7 All pupils develop good skills in a range of creative and physical pursuits, through the provision of sport, music and drama activities. Most pupils are involved in performing arts at the school, with many learn to play a musical instrument, and attaining good grades in external music examinations. All pupils have the opportunity to participate in drama performances and have access to external competitions and examinations where there have been some very good successes in recent years. Pupils have also been successful in sport, either as members of sports teams, or for particularly talented pupils, representing the county in cricket and cross-country running. During discussions and in questionnaire responses, all pupils and parents who responded commented that they are very pleased with the range of subjects and activities provided.
- 3.8 Pupils communicate very well because they are given ample opportunity to develop their speaking skills through delivering an opinion or suggestion in both curricular and co-curricular settings. For example, in a junior science lesson, pupils maturely and knowledgeably discussed how germs can affect health. Pupils listen attentively in class and follow instructions well. They are keen to communicate with their peers, and to interpret and solve the problems given to them by their teachers. At all ages, pupils take pride in their work and generally present it neatly with accurate spelling, punctuation and grammar. Pupils' written work is of a very high quality and they clearly display the ability to write for a range of audiences and in a wide variety of styles, as was seen in an English lesson where pupils involved themselves fully in learning how to use persuasive writing techniques such as rhetorical questions and emotive language when constructing a brochure to encourage tourists to visit a seaside town. They used adjectives and adverbs well to improve descriptions and so improved their understanding of how to engage the reader and ultimately read their work to their peers fluently and with obvious enjoyment and pride.

- 3.9 Pupils have strong numeracy skills and enjoy their mathematics lessons. Children in the EYFS sequence numbers successfully and tell the time accurately using analogue clocks. Pupils in Year 2 displayed a very good understanding of fractions when dividing shapes into halves and quarters. Pupils in Year 4 confidently completed a multiplication grid, demonstrating a secure grasp of their times tables. Pupils in Year 6 have a good understanding of algebra as seen when they worked in pairs to solve problems of differing complexity according to the level of challenge they selected themselves.
- 3.10 Many pupils demonstrate competence in ICT, although their skills are often restricted to specific applications taught during ICT lessons. Younger pupils confidently handle word-processing and on-screen presentations. Older pupils are adept at, and enjoy, making presentations and producing spreadsheets, as was seen in a lesson in Year 6 where pupils wrote formulae for a spreadsheet program to keep track of spending when planning the catering for a party. Prep school pupils hugely enjoy using a computer program to test their knowledge of times tables and confidently use the computer to navigate through the questions. However, throughout the school pupils do not have the opportunity to use and develop ICT skills consistently or regularly as a resource for learning in other areas of the curriculum because their teachers are not confident in integrating technical computing skills into their lessons.
- 3.11 Pupils develop good study skills as they move through the school. For example, pupils in the senior school wrote well-constructed and highly interesting essays about a momentous event in the life of a famous person. Their notes showed meticulous research using a variety of sources, careful planning of the structure of their essay and then thorough revision of what they had written in the light of their teacher's feedback. Pupils spoke highly of supportive teaching and guidance which allows them to gain the confidence they need to attempt ambitious targets and, by the time they reach the top end of the school, they understand the importance of pushing themselves to achieve more. However, sometimes work is too closely directed either by the teacher or through reliance upon worksheets and this limits opportunities for pupils to develop higher-order thinking skills including the ability to analyse, hypothesise and synthesise. The tracking and monitoring systems that are in place at the school support the pupils' progress, giving appropriate guidance as to the next stages of learning. Well-focused and timely actions support pupils requiring additional support. Children in the EYFS are helped to make progress by clear next-step targets which are discussed regularly between staff and parents. An online program allows parents to see the progress their children are making on a daily basis, and so they can assist with their child's learning at home.

Attitudes to learning are very positive. Pupils enjoy learning, not just from their teachers but also from each other. Mutual support between pupils is a strong feature of the school. For example, in a music rehearsal, pupils sang well for each other, particularly in the echo section where they were aware that their performance had a direct impact upon that of their peers. Children in the Nursery demonstrated good teamwork in their music lesson, as they joined in with gusto when singing a song about Goldilocks. EYFS children were seen to show good initiative and independence when they excitedly made their own Christmas cards using plenty of glitter, supported by the infectious enthusiasm of the teaching. Many pupils are curious and willing to learn new skills, and not afraid to take risks; they recognise that making mistakes is part of the learning process. They are resilient and confident in the classroom, approaching every task willingly and with high degrees of motivation. Pupils demonstrate leadership in their learning, for example when undertaking independent project work and investigation to further their understanding. For example, senior pupils showed good investigative skills when, following their visit to a field studies centre, they explored how mould grows on bread. In the best lessons pupils were keen to participate and extend their knowledge further, helped by lively delivery, fast pace and the posing of thought-provoking, challenging questions. Less positive attitudes to learning exist where pupils are not encouraged to interact or expand on their views due to lower expectations from the teacher. Where lessons allow pupils to interact, discuss and explore, they participate fully and take great pride in their learning.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils demonstrate high levels of self-confidence and self-awareness. This is recognised by parents, almost all of whom agree that the school helps the children to be confident and independent. Pupils' self-esteem is boosted when they receive the congratulations of both the teachers and their peers, as seen in the weekly praise assembly which celebrates all forms of achievement. Pupils develop resilience as they are guided through increasingly challenging curricular and co-curricular activities. They learn to not stop trying even when their first attempt might not be successful. For instance, a younger pupil demonstrated determination in a mathematics lesson when using a number line to determine accurately the answer to a challenging subtraction question, while senior pupils persevered when solving complex algebraic problems. A spirit of supportive and enthusiastic encouragement for each other allowed progress to be rapid. All pupils have an excellent understanding of how to improve their own learning. They are aided in this by marking which is invariably constructive and gives targets for their next steps. Pupils respond to the marking with a purple pen to show that they have fully understood what they have to do in order to improve. This process contributes to their excellent self-awareness. In response to the questionnaire, all pupils acknowledged that the school helps them to be confident and independent. Strong governance, leadership and management have played a significant role in ensuring the success of the school and almost all parents who responded to the pre-inspection questionnaire agreed with this view.
- 3.14 Pupils make sensible and thoughtful decisions throughout the school and appreciate how these decisions can affect them and other people. For example, in the early years, very young children choose their own activities and share toys and equipment willingly and co-operatively. Older pupils were seen to make informed and sensible selections from the options available at lunch and so ensured a balance of healthy choices on their plate. Pupils involve themselves actively in the democratic processes in the school, such as when electing representatives for the school council. In interview, pupils said that their voice is heard and valued and that they can make change happen. This is supported by the staff who in their responses to the questionnaire all stated that the school listens to children and takes any requisite action. Pupils are encouraged to express their views and develop their ability to do so thoughtfully and wisely, both orally and via a worry box and a separate suggestions box which. Pupils report that although these boxes are not used much, when they are used responses from senior managers are swift. They accept that any mistakes they make are part of the learning process and that correcting them is a means of moving forward. This gives pupils greater confidence and self-belief as they learn to self-correct and accept errors as part of their individual development. In discussions, younger pupils expressed their thoughts clearly and stated that they choose who to play with, where to play, when to play and how to play.
- 3.15 Pupils develop a strong spiritual awareness, which begins in the EYFS and continues as they move through the school. All pupils have a deep-rooted appreciation of the non-materialistic aspects of life such as art, music and poetry as well as their place in a multi-cultural and diverse world. Pupils of all ages demonstrate a passion for the environment and an appreciation of their own beautiful surroundings. Pupils have a good understanding of the world's major religions and also consider more philosophical concepts such as a practical investigation into faith where they trusted their friends to catch them as they fell backwards with their eyes closed. In a study on what peace really means senior pupils showed a deep and mature understanding of the concept. Pupils in Year 2 showed a very good ability to reflect upon non-material things when they considered the importance of having a special place and shared with others where this place was for them.

- 3.16 All pupils have an excellent moral understanding and accept responsibility for their behaviour. In the pre-inspection questionnaire, almost all parents who responded believe that the school actively promotes good behaviour, and all pupils said that the school expected good behaviour. The reward systems are used well by the teachers both to promote good behaviour and to praise pupils when they have achieved a measure of success. Pupils are spirited, yet polite and well-mannered, and are happy to accept the boundaries of acceptable behaviour which have been drawn up with input from the pupils themselves. An example of pupil consultation was seen in a junior personal, social and health education (PSHE) lesson where pupils displayed excellent moral understanding when discussing the reason why there were rules regarding behaviour in the dining room. Posters produced by the pupils urge each other to think before they speak, to consider if what they are going to say is kind and examined the twin roles of rights and responsibilities. Children in the EYFS enjoy working collaboratively and, with careful guidance from the practitioners, learn that saying sorry can be a good experience. Pupils' strong moral and social attitudes are rooted in the strong family atmosphere that suffuses all age ranges and supports a major aim of the school to provide a safe, secure and happy environment within which all can thrive.
- 3.17 Pupils enjoy taking on roles and responsibilities within the school community, which they discharge with a maturity beyond their years. Older pupils willingly volunteer for a wide range of practical roles within the school such as prefects and leaders of the school council and so make an excellent, positive contribution to the school community. When asked to organise younger pupils, they do so efficiently and cheerily, as was seen when pupils in Year 6 showed excellent care as they looked after the youngest children during their 'Gym Tots' session, encouraging and supporting them as they tackled an obstacle course. Pupils understand that working together will bring better results than working individually; for example, the entire prep school worked very well together at a singing practice with minimal input from staff. They take every opportunity to help each other, and the age groups mix convivially, as was seen at breaktime where pupils at the top of the school mingled happily with younger pupils and, unasked, took responsibility for ensuring that they were safe and happy. There is a respectful friendship in the approach that pupils take to helping each other and adults. In interviews, pupils spoke of a caring, supportive and happy community in which they show real, genuine concern for each other. Pupils' social awareness is excellent, and this helps to create an extremely harmonious and engaging community. Pupils talked enthusiastically about how they work together on projects to achieve common goals, such as at a recent school fete where they ran stalls of their own design to raise money for the chosen school charity. Pupils understand the importance of working within the wider community. They are involved in the local area at various events including assisting with collections for the harvest festival, hosting events for local schools such as the recent space day and taking part in various music and literature festivals. They raise money for national charities and many of these charitable initiatives are led by pupils.
- 3.18 Pupils understand the importance of diversity within society and the value in treating everyone equally. They show respect for, and appreciation of, their own and other cultures and demonstrate sensitivity and tolerance to those from different backgrounds. Senior pupils showed in a detailed study, a deep and mature understanding and respect for the Islamic religion, aided by input from Muslim pupils in their class. Other groups showed similar respect for other religions in their excellent studies of Diwali and Sikhism. From time to time, there are celebrations of different faiths and cultures, including events such as Chinese New Year, and the pupils are supported in learning about world foods by an excellent catering team. In the pre-inspection questionnaire, all parents and pupils who responded said that the school encourages an atmosphere of respect and tolerance. Pupils show an excellent knowledge of the key values that characterise modern Britain, which is developed through a comprehensive PSHE programme which includes assemblies such as the one seen by inspectors in which younger pupils listened to a story celebrating cultural differences.

- 3.19 All pupils benefit from a healthy lifestyle at the school, including children in the EYFS, who spend a good proportion of their time outside making use of the school grounds. Pupils are aware of the importance of physical fitness, and greatly enjoy the numerous outdoor play facilities as well as the more formal sports programme available which includes a popular 'bootcamp' activity after school. The youngest children could talk about the importance of washing hands and healthy food. Older pupils understand the importance of healthy eating and they benefit from nutritious hot meals in addition to a variety of salad options and fresh fruit. Discussions with pupils reveal that they are aware of the importance of good nutrition and a balanced diet. They grow to understand their own development through discussing themes such as keeping fit and healthy in their PSHE work. Pupils of all ages are aware of how to stay safe both physically and online and know to inform a trusted adult if they have any concerns.

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 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 William Ibbetson-Price	Reporting inspector
Mr Tony Halliwell	Accompanying inspector
Mrs Laura Turner	Compliance team inspector (Headmistress, IAPS school)
Mr Christopher Ward	Team inspector (Headmaster, IAPS school)