



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Reigate St Mary's Preparatory and Choir School**

**February 2023**

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## School's Details

<b>School</b>	Reigate St Mary's Preparatory and Choir School			
<b>DfE number</b>	936/6531			
<b>Registered charity number</b>	1081898			
<b>Address</b>	Reigate St Mary's Preparatory and Choir School Chart Lane Reigate Surrey RH2 7RN			
<b>Telephone number</b>	01737 244880			
<b>Email address</b>	office@reigatestmarys.org			
<b>Headmaster</b>	Mr Marcus Culverwell			
<b>Chair of Governors</b>	Mr Mark Elsey			
<b>Age range</b>	2 to 11			
<b>Number of pupils on roll</b>	402			
	<b>EYFS</b>	113	<b>Juniors</b>	289
<b>Inspection dates</b>	07 to 09 February 2023			

## 1. Background Information

### About the school

- 1.1 Reigate St Mary's Preparatory and Choir School is an independent, co-educational day school. It was founded in 1950 as the choir school for St Mary's Church in Reigate and this remains part of its role to this day. In 2003, it became the preparatory school of Reigate Grammar School comprising of an Early Years Foundation Stage (EYFS) department for children aged 2 to 5 years and junior department for pupils aged 6 to 11 years. Both schools are run as a single charitable trust, administered by a board of governors.
- 1.2 Since the previous inspection, the school has opened new classrooms for older pupils, refurbished science, music and art rooms, and further developed facilities for the EYFS.

### What the school seeks to do

- 1.3 The school aims to make every pupil feel happy and valued within a safe environment. It seeks to ensure all pupils build strong relationships, social responsibility and care for each other. The school aspires to provide excellence in a wide range of academic, sporting and cultural activities through which pupils' individual strengths and talents are promoted.

### About the pupils

- 1.4 The majority of pupils come from professional families in the local area. Standardised assessment data provided by the school indicate that the overall ability profile of the pupils is above average in relation to the average for pupils taking similar tests nationally. Three pupils in the school have an education, health and care (EHC) plan. The school has identified 56 pupils as having special educational needs and/or disabilities (SEND), which include cognition, communication and interaction difficulties, most of whom receive additional support. English is an additional language (EAL) for 72 pupils. Of these, two receive specialist help and the remainder are supported by their classroom teachers.

## 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, 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 In the prep school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

### **PART 3 – Welfare, health and safety of pupils**

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils 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. Recommendation with regard to material change request**

#### **Summary of findings**

- 3.1 The school's arrangements for safeguarding and record keeping are effective, including those relating to bullying, child-on-child abuse and cyber-abuse. Pupils are confident that there are adults with whom they can share their concerns and that their views are listened to. Pupils understand how to stay safe online; appropriate online security measures and policies regarding the use of mobile phones and other personal devices are in place.
- 3.2 The school liaises with external safeguarding agencies when required. Advice is sought concerning allegations against adults working in the school. A suitable low level concerns policy has been implemented and a log of incidents is maintained. Safer recruitment systems are implemented effectively, and records are maintained as required. The staff code of conduct and whistleblowing policy are understood by staff.
- 3.3 Staff training, including for those with leadership responsibilities, is regularly updated as required. Governors maintain effective oversight through an annual review and regular updates from the designated safeguarding governor.
- 3.4 The school has considered the needs of the additional pupils proposed to join the school. The pastoral systems, curriculum and the co-curricular provision are already broad and robust enough to support the proposed increase in numbers. New accommodation for teaching and outdoor activities is sufficient to accommodate the planned increase in numbers.
- 3.5 Evidence indicates that the school would continue to comply with the ISSRs and associated regulations if the increased number of pupils were admitted.

#### **Recommendation**

- 3.6 It is recommended that the material change is approved.



## 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. 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>
Green Shoots	Nursery (2 to 3 years)
Kindergarten	Nursery (3 to 4 years)

### Key findings

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

- All pupils achieve extremely well, academically and in extra curricular activities.
- Pupils are confident, curious learners who are encouraged to be creative and take risks with their learning.
- Pupils' communication skills are excellent and they apply these to other areas of learning with great clarity and confidence.
- Pupils exhibit a high level of information and communication technology (ICT) skills. Older pupils demonstrate advanced digital expertise in programming and robotics.

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

- Pupils' outstanding social skills and collaborative learning contribute strongly to their holistic personal development.
- Pupils demonstrate high levels of self-confidence and self-esteem as a result of the individual support they receive that enables them to improve their own learning and performance.
- Older pupils accept responsibility and grow in maturity through the many important leadership roles they are given.
- Pupils are acutely aware of problems facing the planet and the part they can play to ameliorate this.

### Recommendation

4.3 The school is advised to make the following improvement.

- Enable EYFS children in the Kindergarten to benefit from an improved environment so that they have even more opportunity to enhance their learning and development.

## The quality of the pupils' academic and other achievements

- 4.4 The quality of the pupils' academic and other achievements is excellent.
- 4.5 Throughout the school, pupils develop excellent knowledge in all areas of learning and acquire a high level of skill in literacy, numeracy and ICT which they confidently apply across the curriculum. EYFS children rapidly gain a broad range of skills as they engage wholeheartedly in activities that cover all areas of learning. They were fully engaged whilst exploring the outdoor learning environment for signs of living creatures. Open-ended questioning and awareness of children's emerging interests by suitably qualified and experienced staff ensure activities are meaningful. The Kindergarten environment, although being of a sufficient standard, is less suitable for promoting children's learning and development than that provided for Green Shoots and Reception. This means that whilst Kindergarten children still achieve well, they do not always have the fullest opportunity to enhance their learning and development. Older pupils flourish as they increase their knowledge, understanding and skills across a broad and well-balanced curriculum which offers a generous amount of time for sport and creative activities. Skilled staff ensure the many opportunities for collaboration across the curriculum add positively to pupils' depth of knowledge and genuine enjoyment of learning. The extensive programme of extra-curricular activities available, coupled with day visits and residential trips, contributes significantly to the all-round development of each pupil.
- 4.6 Pupils of all ages and abilities have extremely positive attitudes to learning. They are aware that through hard work, resilience and regular reflection they will learn and improve. They articulate clearly why it is important never to give up. The youngest children demonstrate independence by hanging up their coats, storing their bags and self-registering on arrival. Pupils have a thirst for discovery. Excellent collaboration and group leadership skills allow pupils to effectively share their thinking. This was seen in Year 2 as pupils enthusiastically worked together when preparing to mummify tomatoes. Year 5 collaborated well to modify their models of the Eiffel Tower made from paper cylinders. Year 6 pupils collaborated effectively to simulate making their own blood using a range of ingredients such as food colouring, breakfast cereal and water to replicate the individual components of plasma. Staff have high expectations of pupils and encourage them to seek their own solutions to challenges and setbacks.
- 4.7 Pupils' communication skills are excellent and they apply these to other areas of learning with great confidence and clarity. High quality interactions between pupils and staff encourage mature articulation of ideas and understanding. The youngest children are keen to share their thinking, as seen when they excitedly explained who they were as they dressed up in a variety of costumes. Older pupils coherently explained why they chose to build programmable robots to a certain specification. Pupils talked enthusiastically about the books they like to read, and relish being able to choose freely rather than being restricted by a published scheme. Reception children used phonics to make plausible attempts at spelling, and could write simple sentences unaided. Older pupils can write in a number of genres and have a clear working knowledge of the rules of grammar. Year 5 pupils were able to use a range of stylistic devices including alliteration in a poetry lesson. Fluent and expressive writing in all age groups was seen in lesson observations, work scrutiny and displays around the school. The school has fulfilled the recommendation made at the previous inspection to increase achievement in writing.
- 4.8 Pupils of all ages and abilities achieve high levels of attainment in numeracy and effectively apply their knowledge and skills to other areas of learning. This is due to teachers' strong subject knowledge and the individual support that readily give to pupils. Activities planned for different abilities ensure the needs of all pupils are met. EYFS children quickly develop strong numerical skills through a range of well-planned, play-based activities that focus on individual needs. The youngest children could name simple 2-D shapes they had used to create pictures of houses. Reception children demonstrated their knowledge of addition and subtraction up to ten during an outdoor game of skittles. Younger pupils used correct mathematical language when looking at the properties of 3-D shapes and drew on a range

of computational strategies to solve money problems. Pupils extend the application of their numeracy skills, for example by reading temperature scales and drawing graphs in combined humanities. More able pupils thrive on opportunities to stretch their learning through independent study.

- 4.9 Pupils of all ages and abilities develop excellent ICT skills which they usefully employ across the curriculum. These include creating presentations, handling data, manipulating digital images, coding and robotics. This is because school leaders have invested in computer resources and ensured that the digital strategy is embedded in everyday use. In their questionnaire responses, almost all parents agreed that teaching, including online provision, enabled their child to make progress. EYFS children were adept at using the interactive white board to do simple addition sums and creating pictures of elephants using art software. Younger pupils routinely upload data onto a record-keeping package that is shared by the school and parents. They independently research facts online, for example about the water cycle. Upper school pupils use their own portable electronic devices competently to gain instant access to the internet and software applications for research during lessons and private study. Tablets are creatively used by pupils to record their performance in art, music and sport in order to reflect and improve. Advanced skills in programming enable older pupils to problem solve and create sophisticated working models from construction materials.
- 4.10 Effective study skills are highly developed in pupils of all ages. In their questionnaire responses, all pupils agreed that their skills and knowledge improves in most lessons. EYFS children apply problem-solving and thinking skills to real life situations, as seen when they passionately explained why they wore helmets and protective clothing when dressing up as fire fighters. Pupils hypothesise effectively on what might happen in research tasks and test their thinking out with experiments they design. This was seen in Year 3 science when pupils confidently hypothesised about possible reasons for carnations absorbing dye more effectively than chrysanthemums. Timely, supportive interventions from teaching assistants successfully enable lower attainers to improve their analytical skills. Older pupils were able to think critically when debating what features needed to change in order for their paper models to be stronger. They said how being encouraged to 'think outside the box' in English and philosophy empowered them to contemplate and discuss issues meaningfully with their peers.
- 4.11 Pupils achieve excellent results in entry examinations to the senior school and other independent schools. Most successfully gain places at their school of choice and some pupils are awarded scholarships. All pupils participate enthusiastically and successfully in the wide range of sporting activities provided and show great pride when representing the school in competitive matches. Individual pupils have achieved county representative honours in athletics, cricket and football. Pupils achieve commendable results in instrumental examinations, many achieving merits or distinctions. They grow in confidence through regular participation in choirs, concerts, school plays and presentations in assembly. Pupils have won many awards at local music and drama festivals and have been represented in the National Youth Choir and National Children's Orchestra. Encouraged by dedicated senior leaders and staff, pupils achieve a high level of success in local robotics competitions, often competing against much older pupils. They are keen to challenge themselves in events such as the Primary Maths Challenge and Rock Stars Tables. The busy extra-curricular programme and house competitions ensure all pupils feel great pride and experience success across the full range of school activities.
- 4.12 The attainment of pupils of all ages and abilities, including those with SEND, EAL and those who are more able, is excellent. Sensitive teaching in the EYFS ensures that individual needs are catered for and enables most children to meet expected levels. Almost all children achieve a good level of education by the time they finish Reception. Strong subject and phase leadership, and regular assessment and monitoring of pupil standards, ensures excellent progress is made by all pupils. Teachers have a very secure knowledge of the pupils' strengths and weaknesses. Focused support, detailed monitoring and specialist interventions for pupils with SEND and EAL raises their progress securely over time.

## The quality of the pupils' personal development

- 4.13 The quality of the pupils' personal development is excellent.
- 4.14 Pupils of all ages and abilities, including those with SEND, EAL and the more able, have high levels of self-knowledge, self-discipline and resilience. Within the EYFS, children develop their self-esteem and confidence extremely well, taking calculated risks through the many and varied activities provided by supportive staff. Effective strategies, such as use of sand timers, teach the youngest children to be patient and take turns. WOW boards in the EYFS enable children to display evidence of achievements from home, encouraging them to share and value each others' broader successes. Motivational displays around the school promoting the school's Charter of Values contribute to the positive ethos in which pupils' self-understanding rapidly grows. Year 4 pupils showed great resilience when their first attempts at origami were unsuccessful, but were able to suggest ways their next try might be better. Engagement with 'zones of regulation', and 'bubbles' where pupils can visibly share how they are feeling, successfully shows them that understanding their feelings will ultimately improve the effectiveness of their learning. Pupils thrive within the 'have a go' culture which empowers them to make mistakes in order to learn. This, coupled with the confidence gained through the many leadership roles they undertake, ensures that pupils feel well equipped for the next stage of their education.
- 4.15 Through the reflective culture evident in the school, pupils of all ages and abilities quickly come to learn that the decisions they make have a direct bearing on their own success and well-being. Open-ended questioning by staff in the EYFS carefully guides and encourages children to think about the choices they make. Older pupils explained that making the wrong decision can be the first step in learning. They think seriously about decision-making in the world, and are keen to make small changes at school to make the environment more eco-friendly and sustainable, such as recycling waste water at lunchtimes. Enthusiastic senior leaders are committed to instilling social responsibility in pupils, and through the personal, social and health education (PSHE) curriculum, philosophy and mindfulness activities across the school, pupils quickly develop the ability to think about the consequences of their actions on other people as well as themselves.
- 4.16 Pupils of all ages develop a strong awareness of spirituality. They are eager to find out about different faiths through combined humanities lessons and assemblies, and talk with enthusiasm about festivals celebrated by some of their peers. Pupils appreciate the special ambience they feel at regular church services. Choir members said how much they benefited from time to immerse themselves in the poignant music they made. Pupils have a strong awareness of the value of non-material aspects of life which is nurtured from an early age. They talk animatedly about mindfulness sessions, and how philosophy lessons that start in the EYFS help them see things from different points of view. The school's provision of access to a varied outdoor environment enables pupils to be inspired by the wonders of the natural world. This was seen when the Reception children discovered evidence of a toy woodland family living in the forest. Older pupils explained that 'being at one with nature' came through participating in the whole school gardening club.
- 4.17 Throughout the inspection, pupils' behaviour was excellent. Pupils of all ages are fully aware of their personal responsibility for good behaviour and the need to show respect towards others, thus meeting the school's aim. A strong sense of right and wrong is embedded through the school's commitment to positive reinforcement of good behaviour and a restorative approach to discipline. These effective pastoral strategies are consistently implemented by all staff so that pupils understand that the school's values are a key factor in guiding the way they behave. The youngest children are very quick to say why classroom rules must be followed and they know why they have to take turns. Reception children were indignant about the muddle *Mr Messy* had made in their classroom on his recent visit. The overall happiness of pupils at breaktimes is well supported by the Year 6 peer mediators who are

highly effective in sorting out any occasional minor squabbles between pupils without having to involve an adult.

- 4.18 Pupils' social development is excellent. Almost all parents stated in response to the questionnaire that the school helped their child to develop strong teamwork and social skills. Pupils develop great social awareness through the many opportunities provided for teamwork, problem-solving and collaboration across year groups. Children in the EYFS acquire skills to work together and were seen to negotiate well in their outdoor activities. Younger pupils shared their thoughts well in games and music and were comfortable working with different partners in mathematics. Older pupils worked conscientiously together when identifying alliteration in the 'Magic Box' poem in English. They spoke positively of how they like working in pairs and small groups so they can share ideas and learn from each other. Pupils were seen successfully collaborating in a number of activities, such as refining their dance moves before presenting to the class, working in house groups for a music quiz, collaborating in the construction club to design and create a model of a town and participating industriously as a team to produce highly sophisticated working robots. Committed staff have established an effective collaborative culture across the school that fully engages pupils of all ages and abilities.
- 4.19 Pupils prosper greatly within a culture where they are encouraged to contribute positively to the school, the local community and wider society. Senior leaders ensure pupils develop strong leadership skills through performing a wide range of duties. EYFS children relish class responsibilities such as acting as line leaders and door holders. Across the school, pupils eagerly take on responsibilities as form, house and sports captains. Year 6 pupils all conscientiously perform the various duties they are given, ranging from curriculum-focused roles in art, sport and ICT to well-being roles such as peer mediators, values and green leaders. Those elected to the school council work effectively together to achieve common goals which makes them feel positive about the school community. Members of the eco committee were able to explain how using kinetic tiles would contribute to the production of carbon free energy. Reading leaders proudly felt that working in the library helped them to become responsible and mature when reading to younger pupils at break times. Pupils grow in self-esteem through opportunities to actively contribute to the lives of others. They participate fully in charity events throughout the year, such as the home clothes day, World Book Day, toy sale and clothes swap event. The choirs delight in entertaining elderly members of the local community.
- 4.20 Pupils show great respect for those of different faiths, backgrounds and traditions, and value the diversity within their close school community. They show sensitivity, understanding and tolerance towards each other regardless of background, culture or ability. EYFS children learn to respect and celebrate diversity through exploring similarities and differences between cultures, dressing up in national costumes and discussing relevant stories thoughtfully. Senior leaders have ensured that multi-cultural resources such as story books, dolls representing different ethnicity and skin-tone crayons are plentiful. Pupils develop a strong awareness of different cultures in combined humanities, art and music, and develop empathy with the circumstances of people during Black History Month and International Women's Day. Through philosophy lessons, pupils become aware of what it is like to be different. They develop a deep understanding of other faiths through looking at the similarities between festivals from other cultures as well as learning about differences. Younger pupils were intrigued when discussing Children's Day in Spain. Older pupils were fascinated by the hand-painted mehndi patterns during Diwali.
- 4.21 Pupils of all ages know how to stay safe and keep healthy. In their questionnaire responses, pupils unanimously agreed that school was a safe place to be. The youngest children can explain why it is necessary to brush their teeth regularly, wash their hands, and know that fruit and vegetables are healthy foods. Older pupils are highly aware of the importance of keeping physically fit. They stated that they relish participating in the variety of sporting activities, both in school time and in clubs, and understood the positive impact of exercise on their overall well-being. Pupils of all ages can clearly articulate how to stay safe online. The excellent range of strategies in place to promote pupil welfare,

such as awareness weeks for anti-bullying, road safety and online safety, and the commitment of senior leaders to support mental health means that pupils know their welfare is hugely important to the school.

## 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, and attended an assembly. 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

Dr Wendy Bowring	Reporting inspector
Mrs Heather Beeby	Compliance team inspector (Head, IAPS school)
Mr Christian Pritchard	Team inspector (Head, IAPS school)
Mrs Elizabeth Thomas	Team inspector (former head, GSA school)