



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Loyola Preparatory School**

**June 2019**



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### School's Details

<b>School</b>	Loyola Preparatory School			
<b>DfE number</b>	881/6007			
<b>Registered charity number</b>	1085079			
<b>Address</b>	Loyola Preparatory School 103 Palmerston Road Buckhurst Hill Essex IG9 5NH			
<b>Telephone number</b>	020 8504 7372			
<b>Email address</b>	office@loyola.essex.sch.uk			
<b>Headmistress</b>	Mrs Kirsty Anthony			
<b>Chair of governors</b>	Mrs Anne Marie Fox			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	179			
	<b>Boys</b>	179	<b>Girls</b>	0
	<b>EYFS</b>	47	<b>Juniors</b>	132
<b>Inspection dates</b>	11 to 13 June 2019			

## 1. Background Information

### About the school

- 1.1 Loyola Preparatory School is an independent Catholic day school for boys aged between 3 and 11. The school is run by a trust who appoint a board of governors. The governors report to the trustees who have oversight of the school's Catholic ethos. Founded in 1894 as part of St Ignatius College, the school became independent and moved to its current location in 1950. Since the previous inspection a new head has been appointed, the leadership team re-structured and new facilities developed for science and art. The school has an Early Years Foundation Stage (EYFS) department for children aged 3 to 5, and six classes for pupils from Year 1 to Year 6.

### What the school seeks to do

- 1.2 The school aims to identify and develop pupils' skills and abilities, so that they fulfil their potential and are well equipped for their future lives of service to others as an expression of the 'Greater Glory of God.'

### About the pupils

- 1.3 Pupils come from a range of professional and business backgrounds living within a 20-mile radius of the school. Pupils are from a wide range of ethnic and cultural backgrounds reflecting the local area. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 16 pupils as having special educational needs and/or disabilities (SEND), including one with an education, health and care (EHC) plan. Their needs include speech and language developmental issues, dyslexia and dyspraxia; they all receive additional specialist help. English is an additional language (EAL) for 22 pupils, who are supported by their classroom teachers with additional specialist teaching as required. Data used by the school have identified 28 pupils as being more able in the school's population, and the curriculum is modified for them.

## 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 FOCUSED 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. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; 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 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, 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 uses its own framework to determine attainment, instead of the national framework.
- 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 appropriate accommodation for pupils' medical 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 pupils 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>
Lower Kindergarten	Nursery
Upper Kindergarten	Nursery
Reception	Reception
Pre-Prep 1	Year 1
Pre-Prep 2	Year 2
Prep	Year 3
Elements	Year 4
Figures	Year 5
Rudiments	Year 6

## Key findings

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

- Pupils achieve significant success developing their individual talents to a high level fully reflecting the school's aims.
- Pupils are highly confident and articulate communicators, with many opportunities to discuss and debate with their peers.
- Pupils are extremely well prepared for the next stage of their education as a result of the strong support and guidance they receive from their teachers.
- Pupils artistic and musical accomplishments are excellent.
- Pupils make excellent progress in their learning, though their rate of progress is limited when teaching does not match pupils' individual needs.

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

- Pupils' spiritual awareness and moral understanding are excellent, fully reflecting the school's religious character, vision and values.
- Pupils develop high levels of self-confidence and self-esteem as a result of the positive, affirming ethos within the school.
- Pupils are sensitive to the needs of others and collaborate effectively to contribute to the school and wider community.
- Pupils are extremely respectful towards each other and inclusive in their relationships which extend across year groups.
- Pupils self-awareness and understanding are strengthened when supported by constructive feedback, but this provision is not consistent across the school.

## Recommendations

3.3 To strengthen further the excellent outcomes for pupils the school is advised to:

- Ensure all lesson planning and teaching take into account pupils' different abilities and provide appropriate challenge so that pupils maintain high rates of progress in their learning.
- Ensure all pupils receive informative feedback so that they know how to improve their work.

## The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils attain high standards in their core academic work by the time they reach the end of Year 6. They achieve high levels of success in their secondary school examinations, with many gaining academic and other awards. Pupils are extremely well prepared for the next stage of their education as a result of the guidance and support of the teachers who know them well. In the EYFS the children make particularly rapid progress in their learning as a result of teaching that motivates and engages each child as an active learner. By the end of the EYFS their levels of development and achievement are above the national average for their age; they are confident and well prepared for their transition to Year 1 in the prep school. Pupils achieve significant success in a variety of sports and activities, including success in the national small schools' football competition, as pupils gain confidence and skills from training with a qualified coach. Many pupils are members of the school choirs which have performed in a variety of venues including Westminster Cathedral and Lourdes. The quality of their singing is extremely high. Pupils with specific musical talent achieve excellent standards and are successful gaining music exhibitions and scholarships to secondary schools. All pupils attain very high standards in music as a result of specialist teaching in school and the opportunity to participate in orchestral and choral days. Pupils' knowledge and understanding in religious education is outstanding. They reflect with great maturity on the impact that faith and commitment have on their lives. The school's focus on providing specialist teaching in this and many other curriculum areas ensures that individual talents and abilities are recognised and developed, fulfilling the school's stated aim. Parental responses to the inspection questionnaire show that almost all parents are happy with the range of subjects offered by the school. A few parents consider that the school does not provide a good range of extra-curricular activities. Inspection found that the extra-curricular provision was appropriate though more extensive for older pupils; this has been identified by the school's leadership as an area for development.
- 3.6 Pupils' communication skills are excellent. In the EYFS children listen attentively to the teacher and actively participate in story telling activities. Younger pupils enjoy selecting books to share at home, an activity that develops their love of reading. Pupils become fluent readers, with older pupils confidently reading aloud in class with excellent expression and intonation. From an early age, pupils take an active part in the weekly school mass with opportunities to lead prayers and give readings, which they do with clarity and assurance. Pupils with EAL make good progress in developing their English skills, as teaching uses appropriate resources to support them. Pupils express their ideas coherently and engage enthusiastically in discussions with their peers. Whether debating the pros and cons of certain hotel facilities when planning a family holiday on a budget, or pondering more philosophical issues, pupils learn to present their opinions and explain their thinking. The pupils show respect for contrary ideas and opinions and listen to others as they express their point of view. Most pupils develop fluent cursive handwriting benefiting from focused guidance on letter formation from an early age. Pupils with SEND make steady progress with their handwriting as a result of the extra help that they receive. By the time pupils reach Year 6, they produce written work of a high standard. Pupils learn how to draft and edit their work, and subsequently produce excellent pieces of independent creative writing employing a range of literary techniques and a wide vocabulary, such as 'tempestuous seas' and 'pernicious wind'. In some subject areas they benefit from the high expectations of specialist teaching and excellent informative marking. This demonstrates the ongoing progress being made by the school's leaders in implementing a previous inspection recommendation.

- 3.7 Pupils numeracy skills are excellent. The youngest children in the EYFS accurately identify and match numbers, and enthusiastically count the cars they are placing in the garage. They make excellent progress in their writing of numbers, and more able children can identify the difference between two numbers using their prior knowledge of counting. A wide range of resources are used highly effectively to support the younger children and promote their conceptual understanding of number alongside the development of numerical proficiency. As they move up the school pupils develop excellent mental arithmetic skills and perform written calculations carefully and accurately. In a few lessons pupils' progress in class is limited because tasks lack challenge, an indication that actions taken by the leadership to address a previous inspection recommendation are not yet fully embedded. Pupils of all ability levels apply mathematical skills with increasing confidence to a variety of situations, as teachers' planning makes good links to other subjects. Pupils systematically collate data in different formats and competently present their data graphically. They confidently interpret graphs in their science work, identifying trends and drawing conclusions from the data. Upper juniors have significant success in national mathematical competitions where they apply mathematical reasoning and skills to solve complex problems, successfully gaining bronze, silver and gold awards. More able pupils benefit from additional teaching which extends their knowledge and mathematical understanding so that they are extremely well prepared for challenging examinations, where they achieve significant success. The introduction of these additional opportunities ensures more able pupils are stretched and enabled to develop their specific talents to a high level.
- 3.8 Pupils are highly proficient users of ICT, promoted through access to excellent resources and supported by specialist teaching. In the EYFS children use ICT to support their learning in many areas. They develop an elementary understanding of coding and programming through participating in activities that use programmable floor robots. This good provision and curriculum development within the EYFS is evidence of the school's positive response to, and implementation of, a previous inspection recommendation. Pupils relish the opportunity to extend their learning using ICT. Older pupils apply their mathematical knowledge of angles to programming activities and enjoy devising computer games that will reinforce their knowledge of, and proficiency with, multiple numbers. Junior pupils demonstrate high levels of skill using a range of programmes and applications to research and present information. For example, pupils carried out independent research on different volcanoes from around the world, recorded another talking about their findings and then embedded the video recordings into their presentations. Pupils with SEND have opportunities to use word processing to record their ideas and develop their literacy work. This effective use of resources together with the guidance of teaching assistants enables them to make very good progress. Pupils enjoy opportunities to be creative and successfully apply previous knowledge and skills to their work. They observe critically when studying and copying the work and style of different artists. They note carefully the colours, tones and techniques that the artist employs, and subsequently produce work of a high quality effectively applying their knowledge and skills.

- 3.9 Pupils have very well-developed study skills as a result of the many opportunities planned for them. In the EYFS children make careful observations of the weather; the youngest children select the appropriate labels for their weather record while older children in the EYFS make predictions about how the weather may change during the day, which they record using a simple sentence. In their experimental work, older pupils thoughtfully apply their prior knowledge to their predictions, articulating clearly the reasons for those predictions. Pupils understand how to plan their research and identify key questions. They successfully used this skill in a history task where pupils had to consider what questions might have motivated British explorers in the past. Pupils are highly competent carrying out independent projects. They understand the need to consider research information carefully and then select appropriate ways to present their work. Younger pupils' excellent projects on the polar regions included a selection of photographs, drawings, maps and written work. Older pupils show excellent skills of analysis as they consider why their computer coding did not always work and, from their analysis, identify possible solutions. They have significant success in chess competitions, where their keen participation contributes to the development of reasoning and strategic thinking skills. Through such diverse opportunities, pupils develop higher-order study skills that enable them to take responsibility for their own learning. Pupils' excellent study skills are promoted by teaching that provides open-ended tasks and questioning which stretches and challenges their thinking.
- 3.10 Pupils attitudes to their learning are excellent. They work confidently in small groups and in pairs, where they engage in constructive conversations as they develop their ideas and formulate answers. They enjoy collaboration and organise themselves effectively in response to stimulating challenges, such as selecting exciting vocabulary to create complex tongue-twisters. Pupils' learning habits are strongest where teaching has consistently high expectations and well-established routines. Pupils then automatically use those learning habits in different situations; for example, older pupils showed sustained concentration and listened attentively to complex explanations in a specialist ICT lesson. Pupils, including those with SEND, are extremely keen to work hard; they learn to take control of their own learning, for example choosing to work in silence in class so that they can focus on a task. Pupils' positive learning attitudes are promoted and supported by the excellent rapport established between the teachers and the pupils, and the effective use of additional support for pupils with SEND.

### **The quality of the pupils' personal development**

- 3.11 The quality of the pupils' personal development is excellent.
- 3.12 Pupils have an extremely well-developed spiritual understanding, informed by the traditions and practice of the Catholic faith, which is at the core of the school's Ignatian foundation and ethos. Pupils of all ages are active participants in the weekly school mass, which embraces all members of the school community, whatever their faith or background. Pupils value the times of collective worship in their class groups, when they can reflect on personal events and situations, such as marking a family bereavement. Pupils confidently write and read their own prayers, for example expressing gratitude in the prayers they compose for Remembrance Day. They consider the feelings of others and develop empathy, evident in writing that reflected on the nativity story and how Mary and Joseph might have felt arriving at Bethlehem, and how they would feel in a similar situation. Pupils have an exceptionally acute appreciation of the non-material aspects of life. In the EYFS children appreciate the feelings of awe and wonder as they explore the world around them, concepts that provide the foundation for the development of their spiritual understanding. The youngest children in the EYFS understand that a hug or kiss can mean more than something bought with money when considering gifts for Fathers' Day. Older pupils identify joy and friendship as attributes that are vital to their lives and learn to appreciate beauty and calm through their work in art and music.

- 3.13 Pupils develop high levels of self-confidence and self-esteem as a result of the positive and affirming relationships that exist between them and their class teachers. Pupils share experiences of significant events in their lives with eloquence and sensitivity, as they feel secure in the accepting and respectful culture created in the classrooms. Discussions about how to learn from past experiences demonstrate their increasingly mature self-knowledge and awareness. Pupils have the confidence to offer suggestions and answer questions in class and show resilience if they are gently corrected. Pupils reflect on their initial ideas and improve their responses to key questions, encouraged by teaching that acknowledges and praises their efforts. In many areas of learning pupils have a very clear idea about how to improve their work. They identify what they do well and note those aspects where they need to improve. The leadership's focus on providing constructive guidance to pupils is having a positive impact on the progress that pupils make in their learning, but it is not yet universally applied. Pupils' many significant achievements, both in and out of school, are acknowledged and celebrated by the school community.
- 3.14 Pupils understand and respect the school rules. Their behaviour in class and around the school is excellent as a result of clear expectations and consistent implementation of the behaviour policy, which encourages pupils to reflect on their behaviour and so to learn from past mistakes. Pupils have a mature understanding of how saying sorry and forgiveness are two important parts of putting things right with other people. In the EYFS children spontaneously say sorry when they accidentally bump into one another and look to put things right by sharing a hug. Pupils show kindness, courtesy and respect to adults and their peers alike, seeking opportunities to help one another in school. Their excellent behaviour is celebrated and commended in assemblies with various certificates and awards including a recently introduced courtesy cup. Pupils' strong moral understanding and total commitment to these values is evident in poetry they wrote during anti-bullying week, where they state explicitly that they each need to be responsible for their own behaviour. Older pupils consider the fundamental values of freedom and discuss how increasing freedom brings with it increasing responsibility. They are keenly aware of the responsibility that they have as older pupils in the school and willingly support younger pupils in activities such as chess club and choir.
- 3.15 Pupils' social development is excellent. They make a positive contribution to the local community through active engagement with local residential homes, singing to the residents at Christmas and inviting them in to school productions. Pupils generously donate food to the local foodbank as part of their offering at mass. Pupils participate eagerly in whole-school charitable fund-raising events and contribute generously to those less well off than themselves. Individual pupils are motivated to support causes close to their heart. They demonstrate initiative and work collaboratively with their friends to prepare and run fund-raising activities. Pupils' compassion extends beyond the school to the wider community and is acknowledged and commended with the presentation of citizenship awards from the diocese. Pupils work together extremely effectively on the school council, which is made up of democratically elected pupils from each year group. Pupils on the council have established a clear agenda and are committed to reducing waste and making the school more environmentally friendly. They have successfully implemented initiatives that promote recycling and reduce waste, following careful research and planning. Pupils work together highly effectively in a variety of different contexts. They confidently talk with their partners in lessons to explore ideas and answer questions. They participate keenly in inter-house competitions and the older pupils develop sophisticated teamworking skills through participation in outdoor challenges on their residential trips. In their questionnaire responses, a small minority of pupils feel that they do not have many opportunities to develop teamwork skills. Inspection found that there are many opportunities for pupils to work in teams and to collaborate including, and extending beyond, formal team sports.

- 3.16 Pupils are highly respectful of one another and extremely inclusive in their behaviour and their relationships. They explain that respect is very important because everyone is important. Pupils demonstrate kindness and sensitivity towards one another, understanding that different people have different needs. Pupils enjoy sharing and talking about their own experiences, describing their family traditions and customs. Pupils respect and celebrate their differences, and through their sharing they develop an excellent understanding of different cultures and religions. Their respect for other faith traditions is informed through their studies in religious education, including visits to different places of worship and meeting with different faith leaders. Pupils' cultural understanding is enriched through their work and studies in art. Pupils confidently reproduce art in the style of different artists and cultures, for example producing excellent pieces in the style of Aboriginal art.
- 3.17 Pupils have an excellent understanding about how to keep safe and healthy. They appreciate the need for a healthy and balanced diet, which they learn about in science and which is promoted with special healthy eating focus weeks during the year. Pupils know that exercise is good for them and they enjoy the various opportunities they have to participate in a range of sporting activities. They have an excellent understanding of well-being which includes the importance of looking after yourself and having time to play and be active. This awareness and understanding is informed through the curriculum and continually reinforced through special assemblies, visiting speakers and displays around the school. Pupils know that there is always someone that they can talk to. Pupils with SEND value the provision of quiet spaces, for example creating models, where they can relax and be supported in a safe place. Older pupils understand the importance of managing their worries and anxiety, and they value the recently introduced practice of mindfulness, which helps them to manage their stress. Pupils are extremely confident and knowledgeable about how to keep safe online and understand the need to protect their personal information. These important messages are reinforced with the pupils in lessons and with specialist visiting speakers, and are shared with parents at focused information evenings. Pupils respond positively to opportunities to make decisions and learn to consider the impact of those decisions. In the EYFS children choose the song for their morning prayers and select the toys for their creative play, establishing an understanding that their choices affect what happens. Pupils have many opportunities to make decisions in their learning, from deciding on the materials and layout for a card design, through to discussing and making decisions about the poet's meaning when analysing war poetry. They understand that they can learn from poor decisions and that this will help them to make good decisions in the future. Pupils are fully aware that making good decisions is important and that decisions they make now will affect their futures.

## 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 worship and class 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

Dr Alison Primrose	Reporting inspector
Miss Melanie Eaton	Compliance team inspector (Deputy head, IAPS school)
Mr Paul David	Team inspector (Head, IAPS school)