



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Nottingham High Infant and Junior School

October 2019



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School's Details

School	Nottingham High Infant and Junior School			
DfE number	892/6004			
Address	Waverley Mount Nottingham Nottinghamshire NG7 4ED			
Telephone number	0115 8452214			
Email address	juniorinfo@nottinghamhigh.co.uk			
Head of Infant and Junior School	Mrs Clare-Anne Bruce			
Chair of governors	Mr David Wild			
Age range	4 to 11			
Number of pupils on roll	291			
	EYFS	39	Juniors	252
Inspection dates	8 to 10 October 2019			

1. Background Information

About the school

- 1.1 Nottingham High Junior School was founded in 1905 and moved to share the city centre site of Nottingham High Senior School in 1978. Lovell House, the infant school, was opened in 2009 and then combined to form Nottingham High Infant and Junior School in 2013. Originally a boys' school, the school became co-educational at infants in 2015 and to Year 6 in 2016 and now accepts females and males aged 4 to 11 years.
- 1.2 The school shares a board of governors with Nottingham High Senior School, and together, they constitute Nottingham High School. Since the previous inspection, the Junior School facilities have expanded to include a multi-purpose hall, a new art room and library, and changing facilities.

What the school seeks to do

- 1.3 The school aims to provide a nurturing and safe environment in which each child develops a love of learning that will carry them through their senior school years and into adult life. They aim to meet the learning needs of each unique individual and to engender a passion for exploring and experimenting in all the school does.

About the pupils

- 1.4 Pupils come from a wide catchment area and a range of social, cultural and economic backgrounds. Nationally standardised test data provided by the school indicates that the ability of junior pupils is above the national average. No pupils in the school have an education, health and care (EHC) plan. The school has identified nine pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, eight of whom receive individual additional specialist help. English is an additional language (EAL) for seven pupils, whose needs are supported by their class teacher, although additional specialist help is available when needed. Data used by the school have identified 28 pupils as being particularly academically able in the school's population, and the curriculum is modified for them and for 18 other pupils who have special talents in music, art, sport and chess.

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, 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 junior school, 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 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.

2.12 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.

Key findings

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

- Pupils have outstanding attitudes to learning; they show independence and maturity and willingly take responsibility for their own learning.
- Pupils of all abilities and ages achieve highly and make good and, in some cases, excellent progress.
- Pupils demonstrate an extremely high level of mathematical skill; their ability to articulate their approach to problems reflects their deep understanding of mathematical concepts.
- Pupils' communication skills are highly developed. They are articulate in discussion and write skilfully, producing interesting and thought-provoking writing in many areas of the curriculum.

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

- Pupils are extremely self-confident and self-aware; they show insight and a strong desire to improve their understanding and their learning.
- Pupils' social development is exceptional; they collaborate well and are most supportive of each other.
- Pupils show considerable maturity and a strong sense of responsibility in making the correct choices for their personal success and happiness.
- Pupils' behaviour is exemplary; they have a strong sense of fairness and fully support the school's ethos and high behavioural expectations set by their teachers.

Recommendation

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

- Ensure that pupils' independence, flair and creativity, shown in so many aspects of school life, is represented in their art using a wide variety of media and approaches.

The quality of the pupils' academic and other achievements

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

3.5 Pupils have outstanding attitudes to learning and this has a positive impact on the quality of their attainment and progress. Pupils are immensely proud of their work and they participate actively and enthusiastically in all aspects of a lesson. Pupils relish a challenge and show maturity in their diligence and determination to succeed. Pupils use their 'talking partners' to great effect, to both support and extend their learning and clearly enjoy the many opportunities provided to work in groups and pairs. Collaboration is encouraged from an early age in the EYFS, where children work well together, taking turns to speak and listen to each other's thoughts. As they progress through school, pupils develop high levels of independence and the ability to take responsibility for their own learning. This is facilitated through the freedom to choose their own approach to tasks in lessons and through opportunities to reflect on their own attainment and progress. This is supported through the pre-inspection questionnaire where most pupils agree that their lessons are interesting and that they are encouraged to think and learn for themselves. Pupils respond positively to the consistently high expectations set by their teachers, routinely giving of their best and achieving high standards in their work.

3.6 Pupils of all ages and abilities achieve highly and make at least good progress over time with some making excellent progress. Pupils with SEND and those with EAL make rapid progress due to the high level of targeted support and intervention they receive, supported by excellent systems for tracking

progress. Most pupils transfer successfully into the senior school. Nationally standardised test data provided by the school indicates that in the years 2016 to 2019, results have been well above the national average for maintained schools. In 2018, all pupils in the EYFS achieved a good level of development with many exceeding national expectations in all areas of learning. More able pupils respond well to the challenge of extension work and their higher-order thinking skills are developed through a range of competitions designed to provide particular challenge. In the questionnaires, almost all parents agreed that teaching enables their child to make good progress and develop skills for the future. Every pupil who responded to the questionnaire felt that the school gave them the opportunity to learn and make good progress and almost all pupils felt that teachers are helpful if they have any problems with their work. A very small minority of pupils felt that feedback and marking did not help them improve, but this view is not supported by inspection evidence, such as a scrutiny of pupils' workbooks, which showed considerable written feedback guiding pupils on how to improve their work. Pupil progress benefits from a well-established, consistent and clear approach to marking and feedback. This is used most effectively, alongside self and peer evaluations, to ensure pupils know how to improve. This fully meets a recommendation from the previous inspection. In discussion, pupils confirm that they track their own progress and devise appropriate steps to improve their learning, supported by their teachers.

- 3.7 Pupils, including those with SEND and with EAL, demonstrate high levels of knowledge, skills and understanding in a broad range of subject areas, and make excellent progress, as seen in scrutiny of pupils' work across the year and in the school's value-added data. Pupils with EAL make quite exceptional progress as a result of the supportive immersive learning environment in which they work. Pupils' creative skills are well developed through a varied programme of performance activities, but their independence, flair and creativity is less well represented in their art work due to a limited use of media and approaches. Pupils display a depth of understanding in lessons and confidently use technical language specific to the subject area. For example, younger pupils effectively used adjectives, personification, similes and alliteration to develop understanding of a character and setting described in a text in an English lesson, and older pupils demonstrated the depth of their understanding in an ICT lesson as they explained how they separated their code with sequencing and predicted the outcome and effectiveness of their programming. Pupils confidently apply their ICT skills across many subject areas, using basic and higher-level skills such as coding and controlled technology, to create musical compositions, photo edit for portraiture in art and develop presentations in humanities. The high level of competency they achieve is reflected in their success in a national animations award for coding, where one pupil won Best Educational Film, and another was highly commended.
- 3.8 Pupils' communication skills are highly developed. Their mature thinking, and the way they express their own opinions and listen to those of others, is exceptional. Pupils in EYFS show they are already developing strengths in this area as they listened intently to each other as they took turns to present their 'magic stick' to the class, using both mime and verbal description. Pupils are articulate, and show independence of thought, initiative and a strong desire to extend their learning through discussion, questioning and debate. Pupils' vocabulary is extensive and used to good effect as they confidently and coherently express their thoughts, findings and opinions. This was seen clearly in a PSHEE lesson where pupils eloquently shared their views on the benefits of mindfulness exercises to enhance preparation for learning. Pupils from the earliest years take great pride in the presentation of their work, with the consistency and quality of handwriting being excellent. They write skilfully for a range of different purposes, producing interesting and thought-provoking writing across the curriculum. All pupils listen intently to both the teacher and their peers and show genuine interest in what others have to say; this contributes to the creation of a highly supportive and positive learning environment. Pupils' communication skills are further developed as a result of careful planning which ensures every opportunity is taken to strengthen these skills in other subjects.
- 3.9 Pupils demonstrate a strong grasp of numerical skills and an extremely high level of understanding of mathematical concepts. Pupils in the EYFS quickly develop confidence and begin to establish strong

foundations in numeracy and associated key vocabulary. As they move through the school, pupils develop and apply higher level thinking skills, responding well to challenging tasks based on investigative and independent work. Pupils relish challenge and show persistence and resilience. This was shown in an upper junior mathematics lesson where pupils articulated both their approach to problems and their subsequent reasoning and practice. Pupils are also able to apply their mathematical understanding in other areas of the curriculum, such as in a science lesson where pupils accurately measured the up thrust on a range of objects, calculated averages and represented their data on a graph, and in an ICT lesson where pupils' numeracy skills and knowledge of axes helped plot movement across space in a challenging coding exercise.

- 3.10 Pupils respond responsibly to the considerable freedom and flexibility they are given in the approach they take to tasks, and pupils of all ages enjoy the many research projects they undertake. They fully subscribe to the school's belief that 'there is no right way of learning, just a right way for you' and actively seek methods that work for them. They confidently explain their critical thinking and evaluate information effectively before reaching conclusions or making a decision. This was seen in an English lesson, where older pupils successfully analysed past events, conjectured and predicted the next stage to a film. Pupils' ability to draw upon a wide range of resources such as tablet computers, thesauruses and a well-stocked library, demonstrates their initiative and independence of thought. In line with the school's aims, the learning needs of each unique individual is met and a passion for exploring and experimenting is engendered in its pupils. This is the result of strong leadership at all levels which ensures choice and independence feature highly in all areas of the curriculum.
- 3.11 Pupils enjoy considerable success in a broad range of academic and other achievements. They develop their talents and interests through participation in the varied extra-curricular programme and this is strongly encouraged by their teachers. All pupils have the opportunity to learn a musical instrument and this results in high levels of performance and participation in the many instrumental and singing groups in school. In recent years, pupils have demonstrated their considerable skill by successfully taking part in a wide variety of musical festivals and performances. Pupils are most successful in external musical instrument examinations and in public speaking examinations. Pupils have experienced further success in a range of national competitions in swimming, football, chess, modern foreign languages and literacy. They have also had success in local arts, science and sporting events.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils show high levels of self-confidence and self-esteem. Their enthusiasm for school life, their love of learning and the pride they feel to be part of the school is developed through the support and encouragement they receive from their teachers and the range of opportunities provided by the school. Public speaking is encouraged from the early years and pupils rapidly develop confidence in their abilities to make presentations, as seen in their accomplished deliveries of 'Spotlight', a presentation on a topic of their choosing. Pupils of all ages demonstrate high aspirations and a clear determination to do their best. They recognise their own strengths and weaknesses and take an active role in determining how to improve their own learning. They recognise the importance of self-discipline both in their approach to their studies and in their behaviour and understand that success is achieved through hard work and perseverance. Pupils show resilience, developed through a range of activities, challenges and competitions. They show maturity in their understanding of the importance of overcoming disappointments and learning from their mistakes. Opportunities to participate in a range of extra-curricular activities and to take on roles of responsibility, help pupils develop skills for life. This ensures that pupils are well-equipped to move to secondary school when the time comes. In the questionnaires, almost all pupils acknowledged that the school helps them to be confident and independent.

- 3.14 Pupils' social development is exceptional and is supported by the excellent relationships which exist between staff and pupils. Across the diverse community, pupils are seen to interact with their peers, teachers, and other adults with confidence and respect. Pupils are most caring towards each other and recognise the importance of being a supportive friend. They show empathy and consideration as they offer constructive criticism and support to each other, either in peer review sessions or when working with their talking partner. Collaboration is part of school life and is encouraged from the earliest years. Pupils understand the benefits of collaboration and teamwork and work well together as they work towards common goals, be it a presentation to the class, a science experiment, learning a new sport or tackling a challenging mathematics problem. Their outstanding collaborative skills also result in many successful outcomes outside the classroom as they work together in activities such as sporting competitions, science investigations and house events. In the questionnaires, almost all pupils felt that the school helped them to develop strong teamwork and social skills.
- 3.15 Pupils show considerable maturity as they recognise the importance of making the right choices for their personal success and happiness. They express respect for the school's systems of sanctions and rewards, recognising that they help them to make good choices regarding their behaviour and attitude. Pupils capacity for making decisions is outstanding, whether in relation to their behaviour and response to others, or to the next steps they should take to improve their learning. They show great responsibility when given the freedom to make decisions about their learning, such as when choosing their approach to a task or which sport they will pursue in a games lesson. This sense of responsibility was seen in a PSHEE lesson where older pupils created their own Learning Charter, describing their rights, responsibilities, rewards and consequences in relation to choices they make about their learning.
- 3.16 Pupils' behaviour and manners are exemplary. From the EYFS, they demonstrate a strong awareness of right and wrong and an understanding of the need for rules and laws. Pupils are proud of their school and have a strong desire to be responsible and caring members of its community. They are acutely aware that they are responsible for their own behaviour and understand the need to be self-disciplined in their actions and to be kind to others. Pupils strive to meet the high behavioural expectations set by their teachers and have a strong sense of fairness. Whilst a small minority of pupils in their questionnaire responses indicated that some favouritism existed, pupils in discussion were emphatic that all pupils are treated equally and fairly.
- 3.17 Pupils show strong appreciation of the non-material aspects of life. They are aware of their responsibilities to protect the environment and seek ways to actively help through involvement in the Eco Council. Pupils in the Junior School show a well-informed interest in climate change and a thoughtful response to class discussions on this topic was seen in workbooks, demonstrating pupils' awareness of the danger this presents to the natural world. They develop a sense of awe and wonder as they explore areas of natural beauty on visits and residential trips. Pupils value the opportunity to enjoy quiet moments in the outdoor amphitheatre, simply taking pleasure in watching others play or sharing a book. Younger pupils, including children in the EYFS, develop their aesthetic awareness as they spend time in the outdoor areas, enjoying the physical nature of the activities in an attractive, natural environment. Pupils find assemblies to be thought provoking, frequently invoking feelings of compassion and empathy which they reflect upon during mindfulness exercises at the end of assemblies.
- 3.18 Pupils respect and value the cultural diversity within the school, looking upon differences in faith and background as simply one of many factors that makes each of them a unique individual. Even the youngest children truly value this individuality, as seen in discussion, when a child commented that, 'All friends have different faiths and different fingerprints'. Pupils new to the school comment on the warm welcome they received and how easy it was to settle in quickly and make friends. Pupils develop a broad and extensive knowledge of their own and other cultures through the excellent PSHEE curriculum, religious studies lessons and discussions in assemblies and form time. Their understanding of the wider world is further developed as they learn about other faiths and associated religious

festivals through frequent visits and visitors to the school, such as a recent visit to a local Sikh temple. Younger pupils learn to relate to the feelings and beliefs of others through the sharing of culture boxes, containing items of spiritual or cultural value, brought into class by their peers.

- 3.19 Pupils make an excellent contribution to the lives of others. They have a strong sense of belonging to the school and feel a keen responsibility to contribute to the happiness of the school community. Older pupils are excellent role models for younger pupils, demonstrating exemplary conduct and qualities of leadership in their roles as prefects and house captains. They enjoy opportunities to support younger pupils, for example, through the reading buddy scheme. Younger pupils develop their leadership skills through the allocation of monitor roles and by representing their peers on the various school councils or pupil forums. Pupils are aware of their good fortune and willingly support a range of charities which offer help to those in need in the local community and beyond. They actively participate in events such as singing at charitable events, local care homes and a nursery as members of the choir and chamber choir.
- 3.20 Pupils are well educated in the steps they need to take to remain safe both in and outside school. They are very clear about the dangers associated with online activities and even most of the youngest pupils could describe what they should do to stay safe online. Pupils talk knowledgeably about the importance of a healthy diet and are seen to make healthy food choices from the excellent range of good quality food served at lunchtime. They are able to explain the benefits of taking regular exercise, referring to experiments conducted in PSHEE which show the impact of exercise on their heart rate. They use this knowledge to actively improve their own health, taking full advantage of the many physical activities offered through the curriculum and a wide range of extra-curricular clubs. Pupils understand the need to maintain a healthy balance between work and play and talk confidently about the need to protect their mental health. In discussions, they showed considerable maturity as they commented upon the need to take time to relax and channel their thoughts in a positive way when they are feeling stressed or worried. In the questionnaires, almost all pupils agreed that they felt safe in school and all said they understood how to stay safe online. This response, together with pupils' excellent knowledge and understanding of how to stay safe and healthy, reflects the school's success in fulfilling its aim to provide a safe and nurturing environment.
- 3.21 Pupils' outstanding qualities, seen in all areas of personal development, are a result of the influence school leaders and a dedicated team of staff have had in devising strong pastoral systems, education programmes and opportunities which ensure the best outcomes for pupils in their care.

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

Inspectors

Mrs Joy Gatenby	Reporting inspector
Mr Gavin Sinnott	Compliance team inspector (Director of studies, IAPS school)
Ms Emma Neville	Team inspector (Head, IAPS school)