



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Heritage School**

**February 2020**



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### School's Details

<b>School</b>	Heritage School			
<b>DfE number</b>	873/6045			
<b>Registered charity number</b>	1039099			
<b>Address</b>	Heritage School 17 – 19 Brookside Cambridge Cambridgeshire CB2 1JE			
<b>Telephone number</b>	01223 350615			
<b>Email address</b>	office@heritageschool.org.uk			
<b>Headteacher</b>	Mr Jason Fletcher			
<b>Chair of governors</b>	Mr Thomas Amies			
<b>Age range</b>	4 to 16			
<b>Number of pupils on roll</b>	197			
	<b>EYFS</b>	7	<b>Juniors</b>	102
	<b>Seniors</b>	88		
<b>Inspection dates</b>	11 to 13 February 2020			

## 1. Background Information

### About the school

- 1.1 Heritage School is an independent co-educational day school, occupying three Victorian houses in the centre of Cambridge. Founded in 2007 by the current headmaster and the head of curriculum and staff development, the school educates pupils from ages four to sixteen years. The junior and senior schools are housed in adjacent buildings; the school's hall is located a short distance away.
- 1.2 The school is a charitable trust whose trustees have proprietorial responsibility. Registered as a Christian faith school, the school's approach is inspired by Charlotte Mason, a British educational reformer and founder of the Parents' National Education Union (PNEU).

### What the school seeks to do

- 1.3 Heritage is a one-form entry school with small class sizes, designed with the aim of ensuring that every individual is valued and well supported, enabling strong academic progress. The school seeks to provide a knowledge-rich curriculum which engages, inspires and challenges pupils to enjoy learning for its own sake. The school's vision is to see pupils leaving Heritage motivated to live well, confident in themselves, and skilfully and creatively engaged with ideas and the world around them, so that they can meet the challenges of life and the 21st century workplace and make an active contribution to society.

### About the pupils

- 1.4 Pupils come from a range of professional family backgrounds reflecting the demographics of Cambridge. Data provided by the school indicate that the ability of pupils is above average compared to those taking the same tests nationally. The school has identified 35 pupils as having special educational needs and/or disabilities (SEND), 15 of whom receive additional support. Their needs range from difficulties such as dyslexia and dyspraxia to autistic spectrum disorder. No pupil has an education, health and care plan. English is an additional language for 17 pupils, none of whom require additional support. Data used by the school have identified 25 pupils as being the most able in the school's population, and the curriculum is modified for them in lessons and other activities.

## 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 does not meet all of the required 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 should take immediate action to remedy deficiencies as detailed below.**

### **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 At GCSE in the years 2017 to 2019, performance has been above the national average for maintained schools and at IGCSE during the same period attainment in most subjects has been higher than worldwide norms.
- 2.4 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.
- 2.5 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 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; some health and safety requirements are met; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required. A disability access plan is in place.
- 2.9 The school was not able to show that required checks on external activity providers have been carried out in a timely manner. Health and safety procedures are not sufficiently effective to ensure the safety of those on site. The school has a suitable safeguarding policy in place. However, arrangements to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance have not been consistently implemented. The school has failed to keep sufficient records of when all checks have been carried out and has not carried out required prohibition from teaching checks for all staff working in regulated activity. Checks for the presence of legionella and safe management of asbestos have not been carried out in a timely manner. Fire drills are regularly undertaken but do not include all of the school's premises. Not all of the recommendations of the most recent fire risk assessment have been carried out in a timely manner.
- 2.10 The standards relating to welfare, health and safety in paragraphs 9, 10 and 13 to 15, 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 but those in paragraph 7 [safeguarding], paragraph 11 [health and safety], paragraph 12 [compliance with the Regulatory Reform (Fire Safety) Order 2005] and paragraph 16 [risk assessment] are not met.**

### Action point 1

- the school must ensure that all the required checks are carried out in a timely manner on all staff working in regulated activity, notably those for prohibition from teaching, and that clear records of checks are accurately maintained [paragraph 7(a) and (b); EYFS 3.4, 3.7, 3.9 and 3.12]

### Action point 2

- the school must ensure effective implementation of its health and safety policy to comply with health and safety executive legislation by ensuring that formal, systematic health and safety checks are carried out and recorded by a competent person, and that legionella checks are carried out regularly and recommendations from legionella and asbestos risk assessments are followed up in a timely manner [paragraph 11; EYFS 3.54]

### Action point 3

- the school must ensure that it meets the requirements of the Regulatory Reform (Fire Safety) Order 2005, in particular that it carries out fire drills in all of its premises and acts on the recommendations of an effective fire risk assessment [paragraph 12; EYFS 3.54 and 3.55]

### Action point 4

- the school must ensure that its risk assessment policy is implemented effectively, adequate detail is included in risk assessments and appropriate checks are carried out on external activity centres including checks of policies, risk assessments for specialist activities and control measures [paragraph 16(a) and (b); EYFS 3.64 and 3.65]

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

2.11 The school does not make all appropriate checks to ensure the suitability of staff, supply staff and proprietors and does not include all staff working in regulated activity on the Single Central Register (SCR) of appointments. Not all the required checks were undertaken by the end of the inspection.

2.12 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 19 and 20 are met but those in paragraphs 18 [suitability of staff] and 21 [single central register of appointments] are not met.

### Action point 5

- the school must ensure that all required recruitment checks for staff working in regulated activity are completed before the member of staff starts work, and that all such checks are recorded on the single central register of appointments, together with a record of when such checks were made [paragraph 18(2)(b), 21(3)(a)(i), (ii), (iii) and (vii); EYFS 3.9 and 3.12]

## **PART 5 – Premises of and accommodation at schools**

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.14 The premises are not maintained to a standard commensurate with health and safety requirements.
- 2.15 The standards relating to the premises and accommodation in paragraphs 22 to 24 and 26 to 31 are met, but those in paragraph 25 [maintenance of premises] are not met.**

### **Action point 6**

- **the school must ensure that its premises are maintained to a standard commensurate with health and safety requirements [paragraph 25; EYFS 3.54]**

## **PART 6 – Provision of information**

- 2.16 A range of information is variously 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.
- 2.17 The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7 – Manner in which complaints are handled**

- 2.18 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.
- 2.19 The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8 – Quality of leadership in and management of schools**

- 2.20 The proprietor does not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that all standards are consistently met and the well-being of pupils is actively promoted.
- 2.21 The standard relating to leadership and management of the school in paragraph 34 is not met.**

### **Action point 7**

- **the proprietor must ensure that the leadership and management demonstrate good skills and knowledge appropriate to their role so that they fulfil their responsibilities effectively and ensure that the independent school standards are consistently met and the well-being of pupils is actively promoted [paragraph 34(1)(a), (b) and (c)]**



### 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>Heritage School</i>	<i>National Curriculum name</i>
Lower Prep	Reception
Upper Prep	Year 1

## Key findings

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

- Pupils achieve well in examinations due to the individual support of their teachers. Almost all are successful in gaining places on their chosen post-16 courses.
- Pupils listen attentively and demonstrate strong factual knowledge as a result of the rich curriculum and the wide range of enrichment opportunities.
- Pupils are enthusiastic and fluent readers and enjoy books as a source of learning, entertainment and relaxation.
- Pupils achieve well in a range of activities as a result of their exposure to a broad range of cultural visits, activities and experiences.
- Pupils' ability to analyse, evaluate, argue and reason logically is limited in some lessons as they are not always given the opportunity to take leadership of their learning.

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

- Pupils show mature levels of self-understanding and are able to reflect objectively on their strengths and weaknesses due to the feedback and encouragement provided by their teachers.
- Pupils of all ages develop high levels of confidence, self-esteem and resilience as they progress through the school.
- Pupils demonstrate strong aesthetic and cultural awareness and a mature appreciation of the non-material aspects of life.
- Pupils mix well across all age groups and are strongly supportive of each other, reflecting the strong family ethos within the school.
- Pupils develop a deep affinity with the outdoors and their local environment as a result of the school's extensive enrichment programme.

## Recommendation

3.3 The school is advised to make the following improvements:

- Extend the opportunities for pupils to show initiative and take leadership of their learning in order that they can develop their independence and their reasoning skills.

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

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

3.5 The school does not take part in national curriculum tests but on the available evidence, including the school's results from standardised tests, scrutiny of work, lesson observations and discussions with pupils and senior leaders, most pupils' attainment in English and mathematics is by the end of Year 6 above that expected for their age and in line with their ability on entry. Children in the Early Years Foundation Stage (EYFS) make good progress and their learning is enhanced by access to a variety of activities inside and outside the classroom.

3.6 In the senior school during the period 2017 to 2019, results at GCSE have been above the national average for maintained schools and results in most subjects at IGCSE have been higher than worldwide norms. Pupils make good progress during their time at school with some attaining grades considerably higher than their ability as measured on entry would suggest. Most pupils with SEND and the more able achieve the expected level in relation to their ability. The overwhelming majority of parents who responded to the pre-inspection questionnaire agreed that the school effectively meets their

children's educational needs, and that teaching enables their child to make progress. When they leave the school, almost all pupils gain admission onto their chosen courses.

- 3.7 Pupils in the junior school develop a broad range of knowledge due to governors' and leadership's commitment to provide a knowledge-rich and intellectually stimulating curriculum which delivers substantial content across every subject. Throughout the junior school, pupils demonstrate a mature appreciation and understanding of art, nature, history, literature, and music. They develop a clear contextual understanding through recording the topics and events they have studied in their own *Book of Centuries* which they add to as they move through the school. Junior and senior pupils' observational skills are excellent, as evidenced in their artwork and in the younger pupils' nature notebooks. Pupils throughout the school show good scientific knowledge and skills which are enhanced by participation in a range of opportunities provided within the school's enrichment curriculum and in the Cambridge Science Festival. Older pupils demonstrated a clear understanding of the causes of climate change and the benefits of sustainable energy in presentations in geography. Pupils develop secure linguistic skills through their study of French in the junior school and they build on these skills in the senior school where they demonstrate high levels of fluency, accuracy and comprehension in classical and modern languages.
- 3.8 Pupils' communication skills are particularly well developed. From a young age they are attentive and active listeners in lessons, as a result of the high priority the school places on acquiring the habit of good concentration. As their teachers present new topics, they show excellent factual recall as they narrate, either verbally or in writing, what they have heard and understood. Younger pupils were able to recount confidently historical facts about Wat Tyler and the Peasants' Revolt, whilst older junior pupils accurately narrated details of the Boston Tea Party or wrote detailed accounts of the Wisdom of Solomon. However, opportunities in lessons for junior and senior pupils to analyse or reflect on what they have learnt are sometimes limited. When they are given the opportunity to do so pupils rise to it, engaging enthusiastically in discussion and debate and some are able to show that they can put forward structured arguments, reason logically, challenge their own way of thinking and that of others. Good examples were seen in English where pupils discussed how the author creates suspense in *Treasure Island*, and in history, older pupils discussed triggers for the Iraqi invasion of Kuwait.
- 3.9 Most pupils write competently and at length, mapping out their ideas and demonstrating accurate spelling, grammar and punctuation. When given the opportunity to do so, pupils produce skilful creative writing as seen in junior pupils' test papers in which they planned and executed their own adventure stories. In lessons and in scrutiny of their work, older pupils show that they have excellent writing skills; they structure their work logically and select information successfully from a range of sources.
- 3.10 Pupils are confident and capable readers. Starting in the EYFS, children develop a love of books and are not afraid of attempting to read and engage with classic literature, inspired by leadership and management's decision to champion books over screens and a curriculum which focuses on an appreciation of the classics. The school has a distinctive approach towards the use of screen-based technologies and no information and communication technology (ICT) skills are taught until Year 6. Scrutiny of senior pupils' work indicates that they make satisfactory progress with their computing skills and most older pupils do not feel they are disadvantaged in this area as they can self-teach at home.
- 3.11 Most pupils show a high level of competence in their numerical skills and more able pupils are working at an advanced level for their age. Older pupils in the junior school used mathematical terminology correctly to describe obtuse and acute angles and scalene, equilateral and isosceles triangles. Senior pupils showed an accurate understanding of circle theorems and were able to apply them correctly. Pupils confidently apply their numerical skills across the curriculum, for example using symmetry to design three dimensional models in art and interpreting graphs and displaying data by graphical methods in geography. All pupils showed excellent skills in mental mathematical calculations. Pupils

clearly enjoy mathematics; they feel well supported by their teachers and peers and make good progress in the small ability groups.

- 3.12 Pupils demonstrate an active interest and engagement in lessons, fulfilling the school's aim to nurture and sustain a positive attitude toward learning. In discussions, pupils said how much they enjoyed lessons where there was some element of debate or discussion, and where they were given opportunities to collaborate in pairs and groups. When given the opportunity to demonstrate initiative, creativity and independence they grasp it eagerly, for example in a senior school drama lesson, pupils worked collaboratively and creatively on designing costumes for their performance of *Romeo and Juliet*, and in a science club pupils showed initiative and leadership in their learning when designing a solar-powered glider. In some lessons however, pupils have limited opportunities to demonstrate their initiative beyond that directed by the teaching. In the senior school pupils are beginning to benefit from new collaborative methods and additional opportunities for independent project work which are helping them to develop their reasoning skills and to show leadership and initiative in their learning."
- 3.13 Pupils have a good measure of success in extra-curricular activities both individually and as part of a group. They gain confidence from the performance opportunities provided in music and drama. Many pupils choose to learn a musical instrument, achieving good results in external music examinations. Pupils participate with some success in a range of sports against local schools and in regional and national competitions. Younger pupils' artwork has been selected from a high number of entries for an exhibition at the Fitzwilliam museum. Pupils have enjoyed success in junior and intermediate mathematical challenges. A high proportion of senior pupils complete The Duke of Edinburgh's scheme bronze award.

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

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 As they move through the school pupils develop high levels of self-knowledge, confidence and self-esteem as a result of being part of a close-knit and supportive community and one which values and respects every individual. Pupils benefit from the high priority which leadership and management place on the personal development of all pupils, in line with the school's aim to encourage effective self-management and a pupil's capacity for self-education. The overwhelming majority of parents who responded to the pre-inspection questionnaire confirmed that the school helps to build their child's confidence and independence and develop skills for the future.
- 3.16 Pupils are increasingly self-reflective and pro-active when reviewing their work. They respond well to regular and detailed feedback from their teachers which encourages them to recognise their strengths and weaknesses and to identify ways in which they can improve their work. In lessons, activities and in their demeanour around school, pupils show themselves to be mature, self-disciplined and self-motivated. In discussion, pupils talked articulately about how they become more resilient, recognising the need for determination and perseverance particularly when faced with failure. Pupils value highly the skills they develop through the outdoor curriculum which presents them with challenges and helps them to develop a positive attitude. This prepares them well for the responsibilities, opportunities and experiences they will meet in the next stage of their education.
- 3.17 Pupils are confident to make decisions about their behaviour and well-being and they appreciate the school's pro-active approach to promoting their mental health and well-being. From a young age they understand the importance of forming good habits and how these can be instrumental in determining their own success. In a personal, social, health and economic education lesson, younger pupils showed a mature self-awareness as they discussed how they could turn their bad habits into good and how this would benefit them. Older junior pupils explained the benefits of moderating screen time at home and how they can make use of the extra time this gives them. Senior pupils feel well supported by the school to make appropriate decisions about their educational choices as they leave the school.

- 3.18 Pupils have well-developed levels of aesthetic and cultural awareness. Junior school pupils develop an appreciation of great art and music through termly studies of different artists and composers and through a broad enrichment and outdoor education programme. Older senior pupils grasp the opportunities to engage in philosophical debate during morning bible study time, showing a maturity well beyond their age in a discussion of the question, 'Can a human being influence God?'. From the moment they join the school, pupils develop a strong appreciation of the non-material aspects of life through weekly nature walks, acquiring detailed observational skills as they record their findings in nature notebooks which they add to as they move through the school. Infant and junior pupils experienced a palpable moment of awe and wonder in assembly when visitors from local conservancy groups introduced them to an owl to thank them for their fundraising to purchase an owl box.
- 3.19 Pupils are highly respectful of the feelings and views of others. They have a strong and clear understanding of right and wrong and are quick to challenge any unkindness. In the pre-inspection questionnaires, many parents and pupils commented that the kindness of pupils and staff was a strength of the school. Pupils can articulate confidently their views in discussions and show a mature acceptance of responsibility for their own behaviour. They respect the school's behaviour policy which, they say, motivates them to behave appropriately. Pupils' behaviour in most lessons and around school is exemplary, contributing to the calm and purposeful atmosphere which pervades the school.
- 3.20 Pupils' social skills are highly developed and reflect the school's ethos that every member of the community is equal in dignity and value to any other. They recognise that others have particular needs and characteristics and demonstrate their support in lessons and during independent study where more able pupils willingly give up their time to help their peers who might find a subject more difficult. They build strong relationships with pupils in different year groups and with their teachers, and mutual respect is evident in all their interactions. Boys and girls collaborate effectively and are at ease working together and in each other's company. Strong teamwork is seen in drama productions, music ensembles, outdoor activities and sports teams and these play a significant role in developing an atmosphere of mutual support and social cohesion, described by pupils as being like, 'a big family'. These strong social skills demonstrate that governors and leadership are meeting their aim of guiding pupils in how to conduct relationships with peers and adults successfully.
- 3.21 Pupils readily assume roles of responsibility and take pride in doing so. They display an excellent understanding of how they can contribute positively to the school and wider community. Pupils are confident to put forward their views and feel that they are listened to. Those elected to the school council work together effectively to achieve common goals such as providing new equipment for the playground and initiating projects to support the local environment and wider community. Pupils choose charitable causes to support and are proactive in arranging fund-raising events to support their chosen projects. They provide ongoing support for a school in Uganda, contributing towards new sanitary facilities, dormitories, classrooms and school security. Projects closer to home have included support for a local foodbank and Christmas boxes for children in need. These ventures help to develop pupils' understanding and compassion for those less fortunate than themselves.
- 3.22 Pupils develop a strong awareness of democracy, public institutions and services and demonstrate this through discussions, participating in democratic elections and after-school debating clubs. They enthusiastically promote an understanding of their own and other cultures through participation in international day where pupils are eager to share experiences and traditions from other countries. They show a strong understanding and respect for diversity as an expression of the school's Christian ethos'. Parent and pupil pre-inspection questionnaires were overwhelmingly positive in stating that the school actively promotes values of democracy, respect and tolerance of other people.

- 3.23 Pupils' health and well-being are improved through the time spent outside and appreciating the world around them on nature walks. Pupils enjoy nature and they develop new skills and a growing sense of responsibility for the great outdoors as they experience the wide range of opportunities offered by the school's outdoor curriculum. Pupils demonstrate a good understanding of how to stay safe and the importance of exercise, a healthy diet and a balanced lifestyle which they feel are all promoted at school. In discussions and questionnaires pupils said they were supported by their teachers who they feel comfortable speaking with, and so are confident to discuss feelings and problems and seek advice or support if needed.

## 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 trustees, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. 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 Valerie Dunsford MBE

Reporting inspector

Ms Michelle Cole

Compliance team inspector (Head teacher, IAPS school)

Mr Koen Claeys

Team inspector (Headmaster, SofH and ISA school)