



ISI

Independent
Schools
Inspectorate

Regulatory Compliance and Educational Quality Inspection Reports

Walthamstow Hall School

June 2019



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School's Details

School	Walthamstow Hall			
DfE number	886/6054			
Registered charity number	1058439			
Address	Walthamstow Hall Holly Bush Lane Sevenoaks Kent TN13 3UL			
Telephone number	01732 451334			
Email address	whoffice@whall.school			
Headmistress	Miss Stephanie Ferro			
Chair of governors	Mrs Jayne Adams			
Age range	2 to 18			
Number of pupils on roll	594			
	Boys	0	Girls	594
	EYFS	23	Juniors	148
	Seniors	325	Sixth Form	98
Inspection dates	25 to 27 June 2019			

1. Background Information

About the school

- 1.1 Walthamstow Hall is an independent day school for girls aged between 2 and 18 years. It is an educational charity governed by its trustees. The school was founded in 1838 for the daughters of Christian missionaries and moved to its present site in 1882. Since the previous inspection, a new sixth form centre and sports hall have opened, together with a new dining hall at the junior school. The current headmistress took up post in January 2018.
- 1.2 The junior school and the Early Years Foundation Stage (EYFS) occupy separate premises about a mile from the senior school and sixth form site. All the parts of the school are governed and managed as one school.

What the school seeks to do

- 1.3 The school aims to create a community where all individuals are respected, their individuality valued, expectations are high, consideration for others and self-discipline are promoted and good behaviour is the norm. The school seeks to ensure that pupils, staff, governors and parents work in partnership. The school cites its core values as respect, integrity, aspiration, community and individuality.

About the pupils

- 1.4 Most pupils live within a 10-mile radius of the school and come from business and professional families. Nationally standardised test data provided by the school indicate that the ability of pupils in the junior and senior schools is above average, and that the ability of pupils in the sixth form is broadly average. The school has identified 131 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist help. One pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for one pupil, who receives additional support. The school has identified 170 pupils as being the most able in the school's population and the curriculum has been modified for them because of their special abilities or talents in art, drama, sport and music.

2. Regulatory Compliance Inspection

Preface

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

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

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

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

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

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

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

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 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 2015 and 2016, performance has been above the national average for maintained schools and well above in 2017. Results in IGCSE examinations have been above the worldwide norms.
- 2.4 In the sixth form, A-level results in the years 2015 to 2017 have been above the national average for sixth formers in maintained schools.
- 2.5 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.
- 2.6 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.9 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.
- 2.10 **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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.12 **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

2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. 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.

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

PART 6 – Provision of information

2.15 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.

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

PART 7 – Manner in which complaints are handled

2.17 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.

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

PART 8 – Quality of leadership in and management of schools

2.19 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.

2.20 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'.

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils develop excellent knowledge, skills and understanding across a wide range of subjects.
 - Pupils of all ages, including those with SEND, make rapid progress in relation to their ability.
 - Pupils' ability to listen, reflect, debate with authority and communicate in writing, is outstanding.
 - Pupils achieve great success in a very broad range of co-curricular and extra-curricular activities.
 - Pupils work extremely well collaboratively, show excellent initiative and are eager to take a lead in their learning.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils show very high levels of self-understanding for their age and fully understand how to improve their own learning and performance.
 - Pupils' behaviour is excellent; they are self-disciplined, accept responsibility for their actions and fully understand the consequences of the decisions they make.
 - Pupils are highly effective when working with others to achieve common goals.
 - Pupils make an extremely positive contribution to improving the lives of others, both within and beyond school.
 - Pupils value diversity and show great respect and sensitivity for those from different cultures and backgrounds.

Recommendation

- 3.3 In the context of the excellent outcomes the school might wish to consider:
- Accelerate the development of independence and higher order learning skills during the transition from junior to senior school.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The school is highly successful in meeting its aim to value individuality, establish high expectations and enable high achievement in a wide variety of subjects and activities. Pupils make excellent progress in the development of their knowledge, skills and understanding from the earliest years, especially in technological and creative areas. This is exemplified by the outstanding artwork, textiles, ceramics, photography and three-dimensional design that is displayed in both the junior and senior schools. Pupils develop good skills in a range of languages from an early age, facilitated by well-planned specialist teaching. Their mathematical and scientific knowledge is at a particularly high level. For example, sixth-form biologists showed excellent critical analysis when identifying the limitations of ecological sampling techniques and mathematicians in Year 7 confidently calculated the areas and volumes of compound shapes. The best teaching is individually focused and challenges pupils of all abilities, although some didactic teaching restricts pupils' ability to develop independence of thought and a deeper love of learning. Pupils develop excellent social and physical skills through the comprehensive sports programme and in outdoor pursuits such as sailing, bush craft, The Duke of Edinburgh's Award scheme (DofE), community service and charity work, that are a strength of the school.

- 3.6 Pupils' achievements are excellent and their very high rates of progress throughout the junior and senior schools ensure that they are highly successful in moving to the next stage of their education or into the world beyond school. The following analysis uses the national data for the years 2015 to 2017. Results at GCSE were above the average for maintained schools in 2015 and 2016, and well above in 2017; this improvement has continued in 2018. IGCSE results have been higher than worldwide norms. In the sixth form, results at A level have been above the national average for all schools. Standardised measures of progress indicate that pupils make a very high rate of progress in relation to the average for pupils of similar abilities. In the sixth form progress is good, and in some cases excellent, and levels of attainment enable pupils to gain their first choices of places at universities, medical or veterinary schools, and to prestigious art, drama or music colleges. Some pupils choose other routes; for example, a high-level apprenticeship with a multi-national company. Pupils successfully pursue a wide range of higher education options ranging from acting to natural sciences and from planning and real estate to politics, philosophy and economics. The diverse pathways followed by pupils are facilitated by a very broad curriculum and co-curriculum and the highly personalised nature of careers advice. In the EYFS and the junior school, individually focused monitoring and nationally standardised tests indicate that pupils make rapid progress in the acquisition of numeracy, literacy and non-verbal skills whilst benefiting from a wide curriculum and co-curriculum that include subject specialisms that prepare them well for the transition to senior school. Pupils in Year 6 achieve highly in gaining scholarships and exhibitions to the senior school as well as places in other selective grammar and independent schools. Pupils with SEND and EAL, make very high rates of progress as a result of the individual attention they receive from the learning support departments and their classroom teachers. Pupils described how the support and feedback given by teachers help them to understand how to improve further, and parent questionnaire responses strongly endorse the effectiveness of the strategies put in place by the leadership team to ensure that their children make good progress.
- 3.7 Pupils develop excellent literacy skills. In the EYFS, children successfully recognise and spell words when using a sound board. Pupils demonstrate their strong communication skills in a range of subject areas including English and drama where positive peer influence and imaginative teaching facilitate rapid skills development. Numerous examples of high-quality extended writing were observed including an award-winning essay examining the extent to which women have achieved equality worldwide. Pupils have strong powers of reasoning which they use to good effect, for example, when discussing the links between economic depression and radicalisation in A-level history. Pupils demonstrate excellent presentation skills, for example, in a drama lesson when performing as several different characters and adopting the appropriate body language to add depth to each one. Pupils make excellent use of adjectives and descriptive vocabulary such as in French when conducting interviews and expressing opinions on their idols and heroes. Pupils develop excellent speaking skills through class discussion and in the many opportunities in debates and assemblies to speak in public. They learn to listen and value each-others' contributions when discussing topics such as the adaptions of animals living in a rock pool in geography.
- 3.8 Pupils of all ages acquire excellent mathematical and numerical skills and apply them successfully in a number of subjects, for example when using reflection, translation and rotation to make mosaics in design and technology (DT) in the junior school. Pupils, including the most able, make excellent progress in the acquisition of mathematical skills as the result of teaching that provides suitably challenging tasks. Pupils taking science and technology subjects demonstrate highly developed mathematical skills, for example in chemistry, when calculating moles and the mass of the product.

- 3.9 Pupils' information communication technology (ICT) skills are highly developed and support rapid progress across many areas of the curriculum. They use the school's extensive systems and their own devices effectively to enhance learning, facilitate research, explore coding and analyse data. In chemistry, pupils effectively created a timeline for the periodic table and in DT they used software competently to aid textile printing and laser cutters to make model cars in product design. The introduction of computer science and the promotion of e-safety from an early age is a strength of the school's provision. For example, during the inspection, a pupil had been successful in reporting false social media posts with the result that the account was subsequently closed by the service provider.
- 3.10 Pupils throughout the school exhibit good and often excellent study skills. They welcome opportunities to develop skills such as the ability to work independently, to synthesise information and to test hypotheses. In music, junior school pupils were able to work independently to consolidate the group's ideas on sunrise and sunset in the form of a spider diagram, and in an A-level politics lesson, pupils produced a sophisticated analysis of a video clip on equality and gender. In response to a recommendation from a previous inspection, sixth-form pupils now benefit from an extensive enrichment programme that includes a lecture series and the Extended Project Qualification to nurture the higher order skills valued by universities and the workplace. At present, pupils do not have opportunities to accelerate the development of these skills in all areas of the curriculum during the transition from junior to senior schools.
- 3.11 Pupils of all ages engage fully, and achieve outstanding success, in a very wide range of extension activities to support the curriculum and in extra-curricular activity. Team, group or individual achievements in drama, music and sport are recognised at local, county and national level. Individuals have been particularly successful at regional or national level in badminton, gymnastics and swimming and numerous team successes include becoming county champions in tennis, netball, lacrosse and rounders, and progression to national finals for athletics, lacrosse, curling, badminton, gymnastics and swimming teams. The U14 badminton team became national champions in 2018 and retained the title in 2019. Pupils achieve very high standards in art, music and drama whether in productions, concerts or exhibitions, and a significant number of pupils achieve the highest grades in external drama and music examinations. Large numbers of pupils contribute on stage or behind the scenes to highly successful drama productions such as *My Fair Lady* and, in the junior school, *Honk*. During the inspection, pupils in Years 7 to 9 successfully staged outdoor performances of *A Midsummer Night's Dream*. Numerous ensembles and choirs perform in concerts and recitals in school and as far afield as Tuscany. In other co-curricular activity, a large number complete DofE to silver and gold level. Young Enterprise teams are successful at regional and national finals and teams and individuals have achieved excellence in chemistry, biology, physics and mathematics Olympiads and festivals. The breadth of opportunity enjoyed by pupils is a testament to the outstanding governance and astute leadership in the school.
- 3.12 Pupils have excellent attitudes towards their learning. They are highly attentive in class, eager to learn and actively support one another to promote a positive learning environment. Pupils are highly effective independent learners and they embrace opportunities to take a lead in their learning, supported by well-resourced libraries and ICT facilities. Behaviour is exemplary with self-discipline evident within and beyond the classroom. Pupils are willing to take risks and mistakes are not viewed as a weakness but as a way to improve. Excellent collaborative learning is a hallmark of the learning culture of the school. For example, in a senior school English lesson, pupils worked productively in pairs and groups to perform and investigate the meaning of a Shakespeare play.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils develop high levels of confidence and self-esteem as they progress through the school and are extremely well-prepared to progress to the next stage of their lives. From an early age, pupils are secure and unafraid to express their emotions, for example, when using terms such as worried, surprised and amazed to show empathy for the plight of a beached whale in Year 1 English. Pupils' high levels of self-belief are nurtured by a very supportive form tutor and house system that provide an individual focus and enable friendships to develop within and across year groups. Pupils show mature self-understanding for their age. In interview and questionnaire responses they indicated that they are treated as individuals and that their strengths and areas for development are clearly identified. They quickly develop a heightened self-understanding whether creating personalised *Ident I tee shirts* in Year 8 or when reviewing their own progress against targets when analysing sources in history. Pupils' high level of resilience when faced with the many challenges provided by the extensive academic, co-curricular and extra-curricular programmes enables them to persevere and complete tasks to the best of their ability. Pupils take increasing control and leadership over their learning and choice of opportunities to develop a wide range of skills. They learn to take risks in a controlled environment during the varied field trips, expeditions, cultural visits and adventure training activities provided for every year group. They embrace new experiences readily and are prepared to 'have a go', secure in the knowledge that this is a vital part of the learning process.
- 3.15 Pupils develop highly effective decision-making skills from an early age, as illustrated by children in the EYFS when selecting their choice of activities to explore the theme of transport, or by the involvement of pupils in Year 6 in discussions about transfer to senior school. Senior pupils are able to articulate the reasons for the decisions they made when choosing GCSE, A-level or Pre-U options or when developing their supporting enrichment programme. The great majority of sixth-form pupils secure their preferred choice of university or vocation and they spoke highly of the bespoke service provided by the careers department that helps them to explore their individual strengths and aspirations and guides them towards the appropriate destination. During the inspection, pupils in Year 11 enjoyed a carefully structured induction day to help smooth the transition to life in the sixth form. Collective decision-making is well-developed through the school councils, e-safety and food committees, that consider the views of pupils of all ages from nursery to sixth form. Pupils make informed decisions with respect to charity fundraising, service projects or house activities. With support for the younger ones, pupils develop their personal decision-making skills when selecting from the broad choice of co-curricular and extra-curricular programmes and learning to effectively balance their commitments.
- 3.16 The pupils have an excellent understanding of the spiritual and aesthetic aspects of life enhanced by the school's Christian ethos, displays of artwork, music recitals and by their enjoyment of the environment developed in the outdoor education programme, for example, when making a bug hotel during the junior school environment day. Pupils develop an excellent appreciation for the non-material aspects of life through activities such as a Year 1 walk through the meadows at Wakehurst Place or when observing the solar system during a visit to Herstmonceux observatory. During the inspection, an *Empathy in Action* group set up an impoverished township in the school hall with a 'walk in their shoes' activity that followed in the footsteps of a child. Pupils demonstrate well-developed spiritual understanding through their exposure to, and engagement with, world faiths within the curriculum, during trips and visits or when attending Christian Union. Pupils in Year 9 showed great maturity when debating Muslim beliefs relating to the after-life in religious studies (RS) and those in Year 4 were able to discuss with authority the key elements of five world religions.

- 3.17 Pupils have a keen sense of right and wrong and take full responsibility for their own conduct, with the result that exemplary behaviour is the norm within and beyond the classroom. They respect and understand the school's code of conduct which is applied with a light touch and are courteous, friendly and helpful towards one another and adults. In interviews, pupils spoke of the friendly atmosphere in the school and they were confident that their supportive and warm relationships with staff would ensure that any developing issues are quickly identified, reported and dealt with. The pupils' approach to taking responsibility for their behaviour towards others was summed up in a quote from a junior school RS book, 'forgiveness means to let go of resentment'. An overwhelming majority of the parents and pupils who responded to the questionnaire felt that the school promotes good behaviour. Older pupils are excellent role models throughout the school including those taking on leadership and support roles; for example, older pupils in the junior school supervising the traffic flow on the stairs, or sixth form pupils acting as prefects or house leaders. Pupils are knowledgeable about the systems that underpin society through activities such as Model United Nations debates, the discussion of British values in personal, social and health education (PSHE) and the operation of school councils, the food and internet safety committees.
- 3.18 Pupils' social development is excellent. They are confident in their dealings with adults and value one another's thoughts and opinions when supporting and collaborating with each other and their teachers. In all activities observed, pupils exhibited outstanding social skills and they are highly effective in achieving common goals such as the creation of a trip song during the Year 5 visit to the Isle of Wight. They accept responsibility readily and develop strong team skills through activities such as DofE, sports teams, drama and music productions, as well as community service and expeditions at home and overseas. During inspection, older pupils showed outstanding collaborative skills when planning, preparing and running an afternoon tea party with entertainment for local senior citizens. Numerous examples of excellent cooperation and group work were observed in lessons, exemplified when designing jewellery in DT, creating a news report and undertaking a critique of senior pupils' art work.
- 3.19 Pupils are exceptionally positive in their commitment to improving the lives of others and their outstanding charity work is hugely valued and supported enthusiastically by all. They democratically elect their charities and devise a series of events such as *Wally Pop, Stage and Screen* to successfully raise funds. Pupils actively engage in voluntary activities including working in a local primary school and visiting a hospice and are well-prepared to become responsible citizens in the world beyond school. They are genuinely committed to improving peoples' lives, for example, campaigning to make a difference in the local issues that most affect their peer groups as elected members of the Kent Youth Council. Pupils provide excellent support for younger peers when acting as mentors or buddies during their transition to the next stage in the school or when acting as library, music, art and science captains or co-ordinators.
- 3.20 Pupils show outstanding tolerance, understanding and sensitivity towards those from different cultural backgrounds and awareness and empathy is carefully nurtured during PSHE and RS programmes, prayers and assemblies, and further developed during overseas trips, visits, or tours. Pupils have a clear understanding of the beliefs of major world religions and this is fostered with great sensitivity across the curriculum. For instance, pupils in Year 4 showed excellent knowledge and understanding of the tenets of five world religions and those in Year 9 showed great empathy and appreciation of the implications that misinterpretation of Muslim scriptures might fuel radicalisation, understanding that this would not represent true Muslim beliefs.

- 3.21 Pupils develop healthy lifestyles and keep fit through participation in the extensive sports programmes and range of outdoor activities. The culture of promoting physical and mental health is further enhanced within the curriculum and by the provision of excellent sports facilities and the imaginative use of outdoor space. Pupil from the youngest years enjoy yoga and mindfulness sessions. From Year 3 pupils contribute to e-safety and food committees, or take part in Feature Days to investigate themes such as community, courage or creativity. A very large majority of pupils responding to the questionnaire indicated that they know how to stay safe, including online. Pupils speak highly of the support and advice given by a range of staff including the counsellor and school nurses and gain an insight into mental and emotional well-being through PSHE programmes. Parents in their questionnaire responses showed their appreciation for the way that leadership and governance carefully monitor and develop arrangements for the pupils' welfare, health and safety.

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 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

Mr Roger Tapping	Reporting inspector
Mr Geoffrey Marston	Deputy reporting inspector
Ms Clare Parker-Wood	Compliance team inspector (Deputy head, ISA school)
Mr Brian Melia	Team inspector (Former head, IAPS school)
Mrs Stephanie Piper	Team inspector (Head, IAPS school)