



ISI

Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

St Michael's Church of England Preparatory School

February to March 2023

Contents

| | |
|--|-----------|
| Contents | 2 |
| School's Details | 3 |
| 1. Background Information | 4 |
| About the school | 4 |
| What the school seeks to do | 4 |
| About the pupils | 4 |
| 2. Regulatory Compliance Inspection | 5 |
| Preface | 5 |
| Key findings | 6 |
| PART 1 – Quality of education provided | 6 |
| PART 2 – Spiritual, moral, social and cultural development of pupils | 6 |
| PART 3 – Welfare, health and safety of pupils | 6 |
| PART 4 – Suitability of staff, supply staff, and proprietors | 6 |
| PART 5 – Premises of and accommodation at schools | 6 |
| PART 6 – Provision of information | 7 |
| PART 7 – Manner in which complaints are handled | 7 |
| PART 8 – Quality of leadership in and management of schools | 7 |
| 3. Educational Quality Inspection | 8 |
| Preface | 8 |
| Recommendation | 8 |
| The quality of the pupils' academic and other achievements | 8 |
| The quality of the pupils' personal development | 10 |
| 4. Inspection Evidence | 13 |

School's Details

| | | | | |
|----------------------------------|--|-----|-----------------|----|
| School | St Michael's Church of England Preparatory School | | | |
| DfE number | 882/6000 | | | |
| Registered charity number | 280688 | | | |
| Address | St Michael's Church of England Preparatory School 198 Hadleigh Road Leigh-on-Sea Essex SS9 2LP | | | |
| Telephone number | 01702 478719 | | | |
| Email address | office@stmichaelschool.com | | | |
| Headmaster | Mr James Mobbs | | | |
| Chair of Governors | Mr Mark Stennett | | | |
| Proprietor | St Michael's School Ltd | | | |
| Age range | 3 to 11 | | | |
| Number of pupils on roll | 249 | | | |
| | EYFS | 52 | Pre-prep | 57 |
| | Prep | 140 | | |
| Inspection dates | 28 February to 2 March 2023 | | | |

1. Background Information

About the school

- 1.1 St Michael's Church of England Preparatory School is a co-educational independent day school. It was founded in 1922 by an order of Anglican nuns and is held in trust by the Diocese of Chelmsford which appoints two members to the board of governors. The school is organised into three sections: the Early Years Foundation Stage (EYFS), for children in Nursery and Reception; the pre-prep, for pupils in Years 1 and 2; and the prep, for pupils in Years 3 to 6.
- 1.2 The current headmaster took up his position in September 2019 and the current chair of governors in March 2020.

What the school seeks to do

- 1.3 Guided by its Christian ethos, the school's aim is to provide pupils with a first-class education and to instil in them a thirst for knowledge and a love of learning. It seeks to inspire and support all pupils to fulfil their potential and develop their talents, confidence, self-esteem, independence and integrity, thereby laying the foundations of a happy and successful life.

About the pupils

- 1.4 Pupils come mostly from professional and business families living near the school. Assessment data supplied by the school indicate that the ability of the pupils is broadly average compared to those taking similar tests nationally. The school has identified 18 pupils as having special educational needs and/or disabilities (SEND), mainly relating to social, emotional and mental health concerns. No pupil has an education, health and care (EHC) plan. No pupils require support with English as an additional language (EAL). The school modifies its curriculum for pupils it identifies as the most able pupils in the school's population.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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

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

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

Key findings

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

PART 1 – Quality of education provided

- 2.2 National Curriculum tests in the years 2019 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

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

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

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

- Pupils of all ages display excellent knowledge, skills and understanding across the curriculum and achieve highly in both academic and other areas.
- Pupils are excellent communicators; they use wide-ranging vocabulary in their speaking and writing, read fluently and develop excellent listening skills from a very young age.
- Pupils have extremely positive attitudes to learning, responding to challenges with commitment and enthusiasm.
- Pupils' study skills, their ability to hypothesise, analyse and synthesise are very well developed.

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

- Pupils are highly socially aware and work effectively with others to achieve common goals.
- Pupils' self-understanding and self-confidence are excellent; they are resilient and know how to improve their own learning.
- Pupils' contribution to the school community and beyond is excellent.

Recommendation

3.3 The school is advised to make the following improvement.

- Deepen and extend the learning of the more able pupils by ensuring extension activities provide sufficient challenge.

The quality of the pupils' academic and other achievements

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

3.5 Throughout the school pupils make excellent progress over time and achieve highly in all areas. Pupils' success is supported by high-quality teaching and through effective use of assessment data which allows pupils' progress to be monitored and support tailored as necessary. Pupils achieve highly in National Curriculum tests and are successful in entrance exams to senior schools. EYFS children make rapid progress in relation to their starting points, so that the majority reach or surpass national age-related expectations by the end of Reception. Pupils with SEND and EAL make equally good progress, often outperforming expectations. Their achievements are the result of their own excellent attitudes and the effective support they receive. Excellent progress was seen in most lessons. For example, EYFS children rapidly assimilated the concept of two syllable words, sounding out each element before

correctly saying the whole word. They made rapid progress in learning how the letter 'e' modified the sound of the letter 'i' and were able to write four letter words containing these sounds. Almost all parents and pupils who responded to the pre-inspection questionnaire agreed that teaching enables pupils to learn and make progress.

- 3.6 Pupils develop excellent knowledge, skills and understanding across all areas of learning. In most lessons, challenging activities ensure that pupils of all abilities develop their skills well. However, not all subjects provide extension activities for the most able pupils, with the effect that their learning is not deepened or expanded as much as possible. Nursery and Reception children have regular opportunities to explore and play with a wide range of media and materials such as water, musical instruments and writing equipment. They enjoyed making aromatic playdough which they then used to make models, so developing their fine motor skills. In the Reception class, excellent response and progress was made during the learning of an animal song. This was enhanced by the clapping exercises that enabled pupils to associate the syllables of the new vocabulary to a clapping rhythm. In most teaching, well-chosen probing questions encourage pupils to think deeply about issues. However, in some subjects, overreliance on worksheets limits pupils' opportunities to fully develop their responses. Pupils who spoke to the inspectors said that they feel that support and encouragement from their teachers helps them to become better learners. Pupils show a good understanding of their previous learning and are encouraged to apply this knowledge to new situations. For example, older prep pupils successfully applied previously learnt knowledge about the circulatory system when creating their models of blood cells. School leaders contribute to the success of the pupils by creating an ethos which supports and encourages pupils and staff in the pursuit of academic success. Almost all parents agreed that the school benefits from strong governance, leadership and management.
- 3.7 Pupils' study skills are highly developed across the school, due in part to the very supportive learning environment created by teachers and school leaders. EYFS children develop excellent reasoning ability as they learn to explore and experiment through the provision of many stimulating activities which develop their curiosity. For example, as part of their exploration of the *Three Little Pigs*, they experimented with design, texture, form and function when making the colour pink. In a Reception mathematics lesson, children independently sorted ducks into even and odd numbers. Older prep pupils show an excellent ability to infer information from a text, as when analysing a passage to produce their own notes on Elizabeth Fry or Mary Seacole. Pupils' work displays some excellent independent learning, such as individual projects on Darwin or Anderson shelters. Pupils have many opportunities to predict outcome of experiments. For example, older prep pupils proposed hypotheses when investigating change in bulb brightness according to the number of batteries connected or thickness of wire used. Younger pupils successfully un-muddled Spanish numbers where digits were incorrectly paired with words.
- 3.8 Pupils are highly successful in an extensive range of creative and physical pursuits and are supported in their achievements by a suitably diverse extra-curricular programme. Pupils achieve highly in individual external music examinations, and the choir has performed at local festivals including *Young Voices* at the O2 Arena. Drama is an important part of school life, with many pupils attaining excellent grades in speech and drama examinations. School teams of all ages perform well in a variety of local and national competitions, including tag rugby and swimming. The most talented pupils represent regional teams in a range of sports, including athletics and gymnastics. Pupils have also been successful in national dance and poetry competitions.
- 3.9 Pupils' communication skills throughout the school are excellent. Pupils are articulate and spoke confidently to inspectors and expressed their views with maturity and eloquence. They readily participate in class discussion, as when prep pupils gave a consummate explanation of a drum-kit's components. Pupils have many opportunities to practise speaking in public including drama and addressing the whole school in assembly such as when delivering feedback from the school council meetings. Children in the EYFS have a good understanding of the sounds that letters make, and their writing and speaking skills develop rapidly as they grow in confidence and maturity. As pupils progress

through the school, they write with increasing fluency and sophistication. For example, pupils showed an excellent understanding of writing techniques which they used to very good effect when constructing a balanced argument for and against real Christmas trees, or when writing formal letters or a biography. Pupils use technical language confidently and competently, such as when pupils wrote accurately about the circulatory system and used correct scientific terms. From an early age, pupils listen closely to each other and their teachers, as was seen in a drama lesson where pupils listened attentively to instructions from their teacher.

- 3.10 Pupils are very competent mathematicians. Their understanding builds over time so that by the time they reach the top of the school they have a strong grasp of the core concepts and the confidence to tackle new challenges. The youngest children demonstrated a secure appreciation of number. EYFS children count with confidence in twos up to 20 and back to zero, and recognise even and odd numbers. Pre-prep pupils demonstrated their number skills in physical education (PE) while playing a bean bag game, counting in 2s or 5s every time they hit the target. Young pupils are secure in their number bonds, successfully solving subtraction and addition problems based on money, while older prep pupils could accurately position objects on a four-quadrant grid using both positive and negative coordinates. In a senior mathematics lesson, which required pupils to draw on mathematical knowledge of the angles of a straight line, triangle and quadrilateral, the complexity of the questions offered ongoing stimulation, challenge and pupils demonstrated a thorough understanding of multi-step problem-solving. Pupils are comfortable using their mathematical skills across a wide range of other subjects, such as when constructing graphs in science or when establishing pulse and rhythm in a music lesson.
- 3.11 Pupils of all ages competently use a broad range of information and communication technology (ICT) skills, as well as specific computing skills such as coding. The range and complexity of their skills increase as they move through the school and their use is embedded as a key part of the curriculum from the start. Children in the EYFS engaged confidently with the interactive whiteboard to complete a phonics based activity. Pre-prep pupils searched online successfully for Easter images, some able to select and save the best images for the task. In a senior ICT lesson, pupils used a 'crumble kit' to create a lighting program to illuminate a tiger in a tropical setting. They showed an excellent understanding of coding and programming and very strong technical skills. In a religious education (RE) lesson, pupils used their laptops to help to research *ahimsa* (harmlessness) and *Ummah* (community). Pupils are adept at creating presentations which include text, photographs and maps.
- 3.12 Pupils demonstrate excellent attitudes to learning through their enthusiastic and co-operative approach to lessons. They are highly motivated, curious and work together very successfully. Pupils are supported in their learning by the excellent relationships with their teachers which create secure foundations. They reflect on their learning and adapt their approach to tasks in a learning environment in which risk-taking is encouraged and mistakes are seen as learning opportunities. For example, pre-prep pupils adapted their bridge building techniques in the light of trial and error. Throughout the school, pupils challenge each other's ideas in a constructive way whilst being supportive and respectful of each other's views. For example, in a senior cookery lesson where pupils worked in pairs to make a tomato-based pasta sauce, pupils exchanged ideas and altered the recipe as they went along. Pupils' work is well organised and neatly presented, demonstrating attention to detail and pupils' evident pride in their work.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils have a well-developed sense of self-understanding. They flourish and grow in self-confidence through the praise and encouragement they receive from class teachers and other staff who provide individual support. Pupils appreciate the detailed written and oral feedback they receive from their teachers. Self- and peer-assessment is used regularly throughout the school and pupils say this helps

them understand how to improve. This was seen in many classes. For example, Reception children showed the teacher how confident they felt about the topic covered in the day's lesson about letters and sounds. Pupils develop resilience and perseverance from an early age. For example, children in the EYFS showed much determination and excellent levels of concentration and perseverance when moving their bodies to music and could confidently imitate the hand movements modelled by the teacher. Pupils with SEND appreciate the 'catch me boards' they carry with them for teachers to record when they have been caught reaching a target. Pupils keep striving until they reach a successful result, being encouraged and supported by their teachers they take setbacks in their stride. For instance, in a prep school mathematics lesson, pupils persevered with the '*right angle eater*', and were suddenly able to use this skill to correctly identify acute and obtuse angles. The boost to self-esteem at that moment was palpable. In discussion with inspectors, older pupils compared their achievements now with the level of work they could manage in previous years and are proud of the new skills they have learned. In a senior art lesson, while painting flowers in a vase, pupils demonstrated previously learnt techniques, such as creating shadow from light from a window, etching into wet paint to create cracked glazing effect on a flower vase, or using a limited palette. The school's '*Learning Powers*' programme [reflectiveness, curiosity, resilience, resourcefulness and co-operation] encourages pupils to develop effective learning habits.

- 3.15 Pupils show excellent social awareness and build constructive relationships with each other in all aspects of school life. They collaborate well with their peers and with pupils across year groups. This is promoted by the school ethos, which encourages relaxed relationships and social confidence. Children in the EYFS were observed socialising happily together, working well with others in lessons and sharing toys at break times. For example, children at the water tray shared jugs and followed instructions such as pour it high or low, and experimented making bubbles. In a pre-prep design and technology (DT) class, pupils showed excellent collaboration within their groups when weaving a class picture. In a senior science lesson, the level of social interaction and collaboration during a group task to build a blood cell was notably strong. Pupils spoke very positively about working together as a team in sports competitions, choirs and in residential trips where they learn to co-operate with each other in team building activities. Almost all parents who responded to the questionnaire agreed that the school equips their child with the team working and social skills they need in later life. Most pupils who responded said that the school helps them build positive relationships.
- 3.16 Pupils enjoy making a positive and meaningful contribution to the school community through roles such as prefects, sports captains, charity representatives and librarians. The active school council puts forward ideas for improvements in the school community, such as changes to the school food or the creation of the tranquillity corner. Older prep pupils particularly enjoy acting as reading and playground buddies to Reception children. For the Queen's Platinum Jubilee, the school launched an initiative of '*70 Good Deeds*' to which all pupils contributed. Pupils show a mature understanding of how they can help those less fortunate than themselves, such as by raising funds and providing practical support for a range of local, national and international charities.
- 3.17 Pupils' moral understanding is excellent, as seen in their strong support and understanding of the school rules and behaviour policy. Pupils also consider ethical questions. In the '*survival island*' exercise in RE they agreed rules for living which ensured that all could survive through an equitable sharing of resources. The development of their moral values begins in the EYFS where children learn to understand school and class rules, share, take turns and be polite to staff and each other. Pupils' personal development is characterised by excellent standards of behaviour and respect. In discussions, pupils displayed a clear understanding of right and wrong. From the youngest age they are very mindful of the well-being of others and are considerate and caring in their relationships with peers and adults. Almost all parents and all pupils agreed that the school actively promotes and expects good behaviour. Pupils are polite and well-mannered, for example standing to one side when meeting on corners in a narrow passageway. The pupils all try to live up to the school ethos and values *Non quis, sed quid* [not who you are but what you are].

- 3.18 Pupils respect and value diversity within society. They are aware that their own community is not widely diverse in terms of different cultures and backgrounds, but successfully develop a deep understanding of, and respect for, the beliefs and values of those from different backgrounds to themselves. The school widens pupils' experience of diversity through personal, social, health and economic education (PSHE) and RE lessons which teach about different faiths and cultures. For example, while making Easter cards pre-prep pupils reflected upon the relevance of the religious symbols of Easter and how these relate to spring and new life. Relationship education teaches pupils to challenge their own stereotypes and empathise with those who are different. Almost all parents felt that the school encourages an atmosphere of respect and tolerance. Pupils' respect for others is fostered by the strong school culture embodied by school leaders and governors.
- 3.19 Pupils develop their decision-making skills from an early age as they are offered choices to select from. Nursery children make many decisions throughout the day as they move freely between rooms which offer a choice of story time, messy play, role play and quiet areas. In lessons, Reception children select from a wide range of activities to consolidate their knowledge and understanding. At playtimes children make sensible choices from a wide-ranging choice of toys and play areas. Pre-prep pupils decided in groups which textile colour and design would best enhance their woven picture. Over time pupils become increasingly aware of the consequences of their decisions, and reflect sensibly on things such as preparing for exams. Pupils think carefully about which clubs to join, whether to be members of the school council or which position of responsibility to apply for. Many lessons involve an element of decision-making, and pupils make thoughtful and careful choices such as when older pupils decided on their predictions when seeing how dried fruit would react when immersed in different acids in a science lesson.
- 3.20 Pupils exhibit a strong spiritual awareness. In discussion pupils explained that spirituality was something bigger than the individual person. They reflect thoughtfully upon philosophical ideas such as the concept of death and their prayers show that they value non-material things. They have a strong appreciation of the non-material aspects of life, commenting with feeling upon the excellent artwork on display and the music which they hear both informally and in concerts. There was a definite sense of spiritual fulfilment as older prep pupils responded to jazz in their music lesson. Pupils say that they appreciate quiet moments in their day, including the opportunity to walk with an adult and the school therapy dog, Maggie. Pre-prep pupils showed highly sensitive responses when they described a picture as making them feel calm, happy, and relaxed. While the focus is on Christianity, pupils learn about the major world religions and enjoy the cultural days celebrating the festivals of other religions.
- 3.21 Pupils show a very good understanding of how to keep themselves healthy and stay safe. Almost all parents and most pupils who responded to the questionnaire agreed that the school encourages pupils to learn about and adopt a healthy lifestyle. Pupils are aided in making healthy eating choices by the ready availability of fresh fruit and vegetables at mealtimes. They grow to understand what a healthy lifestyle means in practice, through discussions in PSHE and science lessons. Pupils acquire effective skills to manage stress and maintain positive mental health. The '*zones of regulation*', a colour coded chart, helps pupils understand their emotions and know when to take some time to relax. Various relaxation sessions, and the availability of the 'Woodland Room' and 'tranquillity' corner, provide space for pupils to relax and talk with the school nurse and other trained staff. Almost all pupils who responded to the questionnaire agreed that the school teaches them about safety and that they understand how to stay safe when online. Pupils appreciate the importance of physical fitness and enjoy both the formal sports programme and opportunities for recreation for example the *dodgeball* sessions. In interview, all pupils could name a range of people they could talk to should they have any worries or concerns.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions 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 assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

| | |
|---------------------------|---|
| Mr William Ibbetson-Price | Reporting inspector |
| Mrs Diane Durrant | Compliance team inspector (Former deputy head, SofH school) |
| Mr David Collins | Team inspector (Deputy head, IAPS school) |