



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Homefield Preparatory School

December 2021

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School's Details

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| School | Homefield Preparatory School | | | |
| DfE number | 319/6001 | | | |
| Registered charity number | 312753 | | | |
| Address | Homefield Preparatory School Western Road Sutton Surrey SM1 2TE | | | |
| Telephone number | 020 8642 0965 | | | |
| Email address | administration@homefieldprep.school | | | |
| Headteacher | Mr John Towers | | | |
| Chair of governors | Dr Inder Dhingra | | | |
| Age range | 4 to 13 | | | |
| Number of pupils on roll | 316 | | | |
| | EYFS | 26 | Juniors | 251 |
| | Seniors | 39 | | |
| Inspection dates | 30 November to 3 December 2021 | | | |

1. Background Information

About the school

- 1.1 Homefield Preparatory School is an independent day school for male pupils. The school comprises two sections: the lower school for children in the Early Years Foundation Stage (EYFS) and pupils in Years 1 to 2, and the senior department for pupils in Years 3 to 8.
- 1.2 Founded in 1870, the school moved to its present purpose-built site on the outskirts of Sutton in 1968. The school is a charitable trust administered by a board of governors. Since the previous inspection the school has re-structured its senior leadership team and opened new learning, performance and support facilities.
- 1.3 During the period March to June 2020, the whole school remained open only for children of key workers. During this period of closure the school provided remote learning materials for all pupils.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to June 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.8 The school's aim is to provide a safe and happy environment which promotes a breadth and depth of study skills and attitudes towards learning to inspire pupils towards academic achievement and fulfilment of potential in 'head, hand and heart'. The objective is that, at each stage, pupils will be encouraged to think independently, collaborate well with others and strive not only to 'do well' but to 'do good'.

About the pupils

- 1.9 Pupils come from families of a wide variety of social, professional and cultural backgrounds. Data provided by the school indicate the ability of pupils is above average compared to those taking the same tests nationally. The school has identified 34 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyscalculia, 20 of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 186 pupils, 19 of whom have needs that are supported by their classroom teachers. Data used by the school have identified 68 pupils as being the more able in the school's population, and the curriculum is modified for them and for other pupils because of their special talents in music, drama or sport.

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 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](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

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 The school's own framework for assessment confirms 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 in Year 6 and below and relationships and sex education in Years 7 and 8, except in so far as they are lawfully excused. 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 display excellent study skills and demonstrate high levels of ability when analysing and interpreting a wide range of sources.
- Pupils show exceptionally positive attitudes towards all aspects of their learning.
- Pupils of all ages and abilities achieve high levels of knowledge and understanding across the curriculum.
- Pupils make excellent progress, achieving at levels in advance of expectations for their age and ability.
- Pupils are excellent communicators; they listen attentively and speak and write clearly and confidently with highly developed vocabularies.

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

- Pupils have high levels of self-confidence, self-awareness, and self-discipline and show strong perseverance.
- Pupils have a well-developed sense of right and wrong and appreciate the impact their behaviour may have on others.
- Pupils are highly collaborative, supportive and encouraging of one another across the full range of their activities.
- Pupils demonstrate a strong appreciation of diversity and have a pronounced respect for other cultures.

Recommendations

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

- to increase senior pupils' creative and aesthetic physical development through further opportunities.
- to enable the pupils' voice to be more impactful by improving opportunities for this.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 The excellent progress and attainment made by pupils represents successful fulfilment of one of the school's key aims. Evidence from lesson observations, pupils' work, scrutiny of leavers' destinations and assessment data shows pupils' attainment to be well above average in relation to national age-related norms. Pupils of all ages, including those requiring additional support, maintain a high rate of progress throughout all phases of the school. School leaders and staff ensure that pupils make rapid progress due to well-planned schemes of work supported by thorough assessment and evaluation which enable individual goals to be achieved successfully. Teachers ensure pupils are challenged, setting ambitious targets that can be realistically achieved. The overwhelming majority of pupils agree that their teachers know how to help them learn, know their subjects well and are supportive. Reception profiles show almost all pupils meet or exceed expected levels across all the Early Learning Goals. School leavers are successful in gaining places at senior schools with competitive entry requirements for which they are prepared well.
- 3.6 Pupils display high levels of knowledge and understanding for their age across a wide range of subjects. They confidently make cross-curricular links and develop this within their learning. During a Year 4 French lesson on counting to 60, for example, pupils are actively encouraged to think about relating it to Le Mans, Hercules and the Seven Wonders of the World. Pupils acquire information enthusiastically and apply their existing knowledge skilfully. Year 3 pupils can give detailed explanations as to how sedimentary rocks are formed, showing knowledge of geological periods and a notable understanding of palaeontology. Pupils develop these skills well because the teaching provides stimulating material that captures their interest. Language skills are well developed, younger pupils being able to identify synonyms and antonyms as well as describing expanded noun phrases. Year 8 pupils show excellent understanding of technical vocabulary as demonstrated when discussing personification, assonance and enjambment in their study of poetry from The First World War. Pupils are encouraged by teaching that gives clear, constructive and positive praise. Their understanding of mathematical concepts is pronounced across subject areas. When discussing negative numbers, Year 5 pupils related them successfully to processes in geography, science and cookery. Pupils' physical development is good; they participate enthusiastically in a range of sports. The youngest pupils benefit from developmental opportunities provided by gymnastics and dance but the senior pupils' creative and aesthetic physical development is less fully explored. Pupils display high levels of musicianship and enjoy writing their own music as well as playing it. Pupils develop these skills and understanding successfully because teaching ensures that previous work is consistently revisited to ensure that their learning is consolidated.
- 3.7 Throughout the school pupils exhibit excellent communication skills that enable them to respond in a considered and thoughtful manner to their teachers and their peers. Encouraged by the examples their teachers provide, pupils listen most attentively. When addressing their class or larger groups pupils articulate their thoughts and opinions with great clarity, confidence and maturity. This attribute is promoted by teaching that provides a supportive and positive environment, making use of skilful questioning techniques to elicit pupils' opinions and giving them time to express their point of view. Pupils make outstanding use of technical vocabulary in their speaking and writing, for example, those in Year 7 can explain how lungs work using anatomical accurate terminology. Those in Year 1 communicate their ideas effectively when building sentences using adjectives to describe cats. Pupils use and apply their written and creative writing skills to a high standard. They make imaginative use of opportunities to explain historical events as newspaper reports or diary entries and write persuasively in the guise of fictional characters. The quality of more able pupils' written work is outstanding and they achieve considerably in advance of expected levels for their age. Many opportunities are provided for all pupils to develop confidence in speaking publicly such as year group assembly presentations where everyone has a part. In the senior carol concert held in a sizeable local church, inspectors observed pupils reading to a large audience with poise and presence.

- 3.8 Pupils' numeracy skills are highly developed as shown through achievement in their assessments. They apply their mathematical understanding effectively to problem-solving in other areas of their learning. In Year 8 science, pupils successfully calculated the amount of resistance in a circuit and how this is changed by the length of the wire, tabulating and plotting their results graphically. Pupils use information and communication technology (ICT) competently during lessons as well as to support their home learning. The youngest pupils start to develop good skills in coding and older pupils use the internet effectively when undertaking independent research such as preparation for their design of a mega-city in art. Older pupils make excellent use of data analysis tools and presentation software for their geography fieldwork investigations. Pupils participate in an international online mathematics challenge with distinctly successful outcomes. Pupils' competence with ICT has enabled them to maintain progress across the curriculum during the national lockdown with the aid of the effective remote learning and resources provided by the school.
- 3.9 Pupils have extremely well-developed and positive attitudes towards their learning. They are highly productive when collaborating on work, and focused and determined when working independently. Pupils listen and engage with high levels of respect to each other and to adults and are eager to learn. All pupils take responsibility for their learning as seen with children in Reception rotating around six different interactive activities based on the sounds that letters make. Pupils' behaviour in class is excellent. The planning, organisation and resourcing of lessons by staff who model good manners and politeness consistently and have high expectations of pupils' behaviour underpins these high-quality outcomes and successfully meets another of the school's key objectives. Personalised constructive feedback from teachers inspires pupils' active involvement and progression. This was observed when Year 7 pupils who were undertaking a translation in Latin using relative pronouns, responded thoughtfully to teacher feedback. They were eager to implement the strategies taught to achieve success and expressed great satisfaction upon completion.
- 3.10 Pupils show sophisticated study skills for their age. They think for themselves confidently and use strong analytical skills when explaining their learning. Year 5 pupils demonstrated excellent higher order thinking skills in analysing their design ideas during a STEAM (science, technology engineering, art and mathematics) lesson and Year 3 pupils showed a good understanding of posing higher order questions during a theology, religion and philosophy lesson related to Advent. Teaching encourages pupils to draw hypotheses successfully as seen when pupils considered the use of religious symbolism in art. More able pupils in Year 1 achieved excellent sentence construction with interesting adjectives because of high order synthesising skills using spider diagrams to brainstorm their vocabulary ideas. Teaching encourages pupils to apply high order thinking skills in their critical analysis. Pupils in Year 6 could analyse the text about working in developing and developed countries with a strong understanding of what is factual and what is inferred. More able senior pupils were challenged to hypothesise as to why electromagnets are used in electric showers. Pupils are successful in applying their higher order thinking skills with the support of the strategies that teachers provide in line with the school's ambitions.
- 3.11 Pupils achieve successfully across an extensive range of activities. School leavers consistently achieve high examination grades in entrance examinations and at Common Entrance. The more able have achieved many academic, music, and sports awards. Pupils are highly successful in their ABRSM examinations. The most talented participate in the Pro Corda National Chamber Music Competition. The composer's ensemble is regularly invited to National Festival of Music for Youth. Four pupils have recently qualified for the National Children's Orchestra. Pupils benefit from opportunities to participate in various ensembles, jazz, choral, orchestral and year group concerts. In drama, the LAMDA passes, merits and distinctions are consistently high in number, reinforced and encouraged by an atmosphere that makes public speaking a part of normal school life. Some pupils have been selected for district or county level at cricket, football and swimming. Pupils eagerly participate in the National Primary Mathematics Challenge, achieving high results when compared to those of a similar age. Several pupils have entered a cipher challenge run by a university and have successfully competed against significantly older students. Children in the EYFS have been successful in winning the London

Regional Finals of Primary Leaders Award, a STEAM engineering competition. Pupils thrive in competitions because of the energy and effort from governors, senior leaders and staff to provide a wealth of opportunity and support.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils have strong levels of self-awareness; they reflect on their progress in learning and know their strengths and weaknesses. Pupils with SEND detail how they access additional support if required and how they can use resources available in lessons to support their learning. An understanding of how to improve their own learning and performance can be seen in written targets and next steps in books with pupils' responses to marking. Pupils demonstrate high levels of self-confidence in the way they openly share their ideas and feelings with each other. They develop strong self-esteem with the support of teachers who build trust and create opportunities, such as celebration assemblies, to recognise and reward positive attitudes to work and self-discipline with *Homefield Heroes*. Pupils are keenly aware of the support available from a strong pastoral network of form tutors and heads of year. They fully appreciate the emotional support from which they can draw in a variety of well-being initiatives, including *My Space*, where there are opportunities to reflect and talk openly.
- 3.14 Pupils display a firm respect for rules, laws and fairness. They play with others, engage in group activities and share space harmoniously during breaktime. Their behaviour in and around the school is of a high standard. Their politeness and respect for each other and adults is in part due to their teachers asking them to self-reflect when undesirable behaviour is exhibited. Teachers make clear that the behaviour of the pupil is the issue and not the pupil themselves. Pupils reported that this enables them to self-moderate and encourages them to find their own coping strategies. Pupils' strong awareness of their behavioural impact on others extends from the importance of sharing good table manners to the effect their actions have on the wider environment such as climate change. Pupils not only take responsibility for their own behaviour but are also prepared to challenge any inappropriate behaviour such as bullying as they have confidence and trust in their teachers.
- 3.15 Pupils develop strong relationships and social awareness that enables them to work extremely effectively with one another. Older pupils told the inspectors that they appreciate the sensitivity of teachers who do not always intervene to solve their personal relationship issues because it encourages them to try to find their own solutions. Children in the EYFS take turns such as using the play oven in break time as a matter of course. They relish opportunities to congratulate each other using phrases such as, 'Marvellous mistake!' and 'One, two, well done you' with delight and enthusiasm. There are occasional opportunities for the older pupils to interact with the younger pupils as when the Year 8 librarians read to the children in the EYFS. Pupils collaborate successfully in class, for example, when labelling characteristics of an agony aunt letter, and in extra-curricular activities such as chess club and football club. A very large majority of parents responding to the pre-inspection questionnaire thought the school helped their child to develop strong teamwork and social skills.
- 3.16 Pupils make good decisions in relation to their work and show a well-developed understanding for their age that decisions they make about their lifestyle affects their well-being and performance. Teachers provide opportunities for pupils to make decisions about their learning. In mathematics, pupils choose the level of challenge through green, yellow or red chilli pepper options. More able pupils can opt for the spicy meatballs. In games, pupils from Year 4 and above can choose whether they play contact or tag rugby. Children in the EYFS make good decisions when choosing resources to help with their letter sounds, showing a clear awareness that these will develop their learning. In choosing books from the library, pupils were seen to make independent selections that provided a good level of challenge for them. In discussing the use of plastics and eating meat and dairy products, Year 3 pupils showed they understand well the impact of their lifestyle, and how their decision-making can have a negative or positive impact on the environment.

- 3.17 Pupils know well how to stay safe. They are highly aware of the need to stay physically and mentally healthy. Most pupils revel in their opportunities to participate on the games field and in physical education, and they make the most of opportunities for outdoor play. Pupils were observed to make healthy choices at snack time and at lunchtime, selecting from a varied and nutritious menu. Pupils show an advanced understanding of mental health for their age. This is evident in the *Well-being Wednesday* and mindfulness strategies that the senior leaders and staff have implemented with endorsement from a governing body keen to promote these initiatives. Pupils report how they learn to sleep better, improve their self-expression and develop resilience to mental health issues as part of the programme. Pupils understand that examinations can be stressful and appreciate the extra free time and physical activities afforded to them by the staff during the assessment weeks.
- 3.18 Pupils show a strong appreciation for the non-material aspects of life in how they develop their cultural awareness. This was demonstrable in their awed response to an assembly celebrating different cultures led by a parent recounting their family's experiences journeying from Nigeria to England. School leaders and staff ensure that stimulating assemblies are further promoted through engaging displays in the school library. Pupils refer enthusiastically to the library space as being somewhere that they can relax and peacefully contemplate. Pupils show advanced understanding of religious beliefs for their age. When discussing why the resurrection is central to Christian beliefs, Year 5 pupils perceptively noted that it meant people could follow Jesus and go to heaven, understanding this not only gives them a purpose and a reason for following Jesus, but provides them with emotional support.
- 3.19 Pupils clearly value their own culture and have high levels of respect for the cultures of others in line with the school's values. They get on well with those of other nationalities, backgrounds and beliefs in a community that is highly inclusive. They are encouraged by staff who model sensitivity and tolerance to those from different backgrounds and traditions. The school places an emphasis on recognising and celebrating all religions and beliefs. Children, staff and parents all contribute special recipes which the caterers put on the menu throughout the year. Younger pupils enjoy bringing in items to show and tell during the observation of religious festivals. Whilst Christianity is widely studied when preparing for Common Entrance, all the main world faiths are studied within the curriculum. Pupils show a strong awareness of the value systems of British society and can relate to the role of the democratic process, public institutions and services. They express with clarity their respect for people with other characteristics and abilities. Pupils show great appreciation of the role and contribution of women in society, illustrated by their work on inspirational women displayed prominently in the library.
- 3.20 Pupils appreciate the circumstances of those less fortunate than themselves and are active in supporting charities such as the local foodbank, *Jigsaw for You* and *WrapUp London*. Pupils' discussion and work around the global climate summit shows good awareness of their economic, environmental and social responsibilities. Pupils have improved sustainable outcomes successfully with green travel initiatives through *Walk to School* and *Travel Ambassador* schemes. Inspectors also observed pupils cycling to school. Pupils have provided mentoring in cricket to their local maintained school counterparts. School leaders and staff actively promote and encourage pupils to contribute to their own and the wider community as reflected in the school's aim for pupils not only to do well but to do good. In the questionnaire survey, a few parents did not think that the school listened or responded to the views of the pupils. Most pupils responding to the survey agreed that the school listens to them. Pupils can represent their class on the student council but they think there is little opportunity to action any changes, to solve problems or help move the school forward. Pupils share a variety of positions of responsibility such as house, sport and class captains and prefects; helping to promote and maintain a positive, respectful and caring atmosphere.

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 and deputy 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. 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

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|------------------------|--|
| Mr Vaughan Jelley | Reporting inspector |
| Mrs Jillian Walker | Compliance team inspector (Head, IAPS school) |
| Mr John Ireland | Team inspector (Deputy head of junior school, IAPS and ISA school) |
| Miss Penelope Woodcock | Team inspector (Head, IAPS school) |