



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Belgrave School

October 2022

Contents

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		8
PART 5 – Premises of and accommodation at schools		9
PART 6 – Provision of information		9
PART 7 – Manner in which complaints are handled		9
PART 8 – Quality of leadership in and management of schools		9
3. Educational Quality Inspection		10
Preface		10
Key findings		10
Recommendations		10
The quality of the pupils' academic and other achievements		11
The quality of the pupils' personal development		12
4. Inspection Evidence		15

School's Details

School	Belgrave School			
DfE number	801/6019			
Address	Belgrave School The Willows 159 Four Acres Withywood Bristol Somerset BS13 8RA			
Telephone number	0117 9743133			
Email address	info@belgrave-school.org			
Headteacher	Mrs Lynette Brown			
Proprietor	Mrs Pat Jones			
Age range	6 to 16			
Number of pupils on roll	52			
	Juniors	8	Seniors	44
Inspection dates	18 to 20 October 2022			

1. Background Information

About the school

- 1.1 Belgrave School is a small independent day school catering for pupils with dyslexia and related learning difficulties. It is owned and governed by a sole proprietor. The original school opened in 1993 and worked alongside the Bristol Dyslexia Centre, which is also owned by the school's proprietor. The school moved to its present site in 2020. It is comprised of five mixed age classes organised in two sections: junior school, for pupils aged six to eleven years; and senior school, for pupils aged eleven to sixteen years. A larger and extensively equipped occupational sensory therapy room was constructed as part of the building project. A new headteacher has taken up her responsibilities since September 2022.

What the school seeks to do

- 1.2 The school aims to support and develop the emotional and mental health of the pupils enabling them to meet the challenges they face linked to their specific learning difficulties. The school strives to support pupils' personal growth so that they are prepared to live fulfilled and productive lives contributing positively to society.

About the pupils

- 1.3 Pupils come from the south-west of England. Nationally standardised test data provided by the school indicate that the ability of the pupils on entry is broadly below the average for those taking the same tests nationally. All pupils in the school arrive already identified as having special educational needs and/or disabilities, which include dyslexia, dyspraxia, dyscalculia, dysgraphia, sensory processing disorder and poor working memory. Forty-five pupils have an education health care plan. No pupils are identified as having English is an additional language (EAL). The curriculum is modified for pupils who are identified as more able.

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. 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. In addition, the standard relating to supervision of pupils is also included. 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](#)

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements and should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 In the junior school, the school's own framework for assessment enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 Pupils take GCSE examinations in their final year at the school. The small numbers involved prevent reliable comparison with national averages, but inspection evidence confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is not in place.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, 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.
- 2.6 Although detailed individual records including targets from individual education plans (IEPs) are in place, the school has not implemented a suitable framework for the assessment of pupils' performance. This means that there is not a clear overview of academic performance across the school in all subjects.
- 2.7 The standards relating to the quality of education in paragraphs 1, 2, 2A and 3 are met, but that in paragraph 4 is not met.**

Action point 1

<p>The school must ensure that a suitable framework for the assessment of pupils' performance implemented throughout the school [paragraph 4].</p>

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

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

PART 3 – Welfare, health and safety of pupils

- 2.10 Good behaviour is promoted; bullying is prevented so far as reasonably practicable, and provision is made for first aid. Admission and attendance registers are maintained as required and a disability access plan is in place.
- 2.11 The school's policy provides suitable arrangements to safeguard and promote the welfare of pupils in the school, but it is not implemented effectively.
- 2.12 Suitable arrangements are in place for pupils to share concerns with trusted adults in school. Pupils are educated in how to stay safe online. The school has a suitable approach to the Prevent strategy.

- 2.13 However, safeguarding training for the proprietor, leadership and staff is inconsistent, including induction for new members of staff. Staff are unclear about safeguarding requirements and how to implement them. These include understanding and reporting concerns about adults working in the school which do not meet the harms threshold and whistleblowing. Staff are not confident with regard to the guidance included in the staff code of conduct or of who to go to if they have worries or concerns. The school does not always take appropriate action when concerns are raised, including making referrals to external agencies when required.
- 2.14 Safeguarding records do not allow the school to identify and monitor reports of child on child abuse and sexual harassment or to identify patterns. This means that incidents and concerns are not consistently managed in line with the school's safeguarding policy and statutory requirements.
- 2.15 The school has not always carried out the required recruitment checks before staff commence working at the school. The proprietor has not ensured the completion of an annual review of safeguarding.
- 2.16 The school's health and safety policy and procedures do not include sufficient detail to ensure that the relevant health and safety laws are complied with. The proprietor has not identified those responsible for its implementation or provided suitable training or oversight. The school has not implemented suitable procedures for the control of substances hazardous to health (COSHH), the management of legionella or the checking of minibuses drivers.
- 2.17 The school conducts appropriate fire drills, but it has not implemented the actions detailed in a recent fire risk assessment or carried out regular testing of the fire alarm system. Staff have not received suitable fire training and there is insufficient monitoring in place.
- 2.18 The required staff to pupil ratios identified in risk assessments are not maintained when pupils are off site.
- 2.19 The proprietor has not monitored the implementation of the risk assessment policy to ensure its effective and strategic implementation. Risk assessments specified in the school's policy, including those for the school premises and pupil supervision and welfare, are not produced or implemented. Appropriate understanding of and training for risk assessment are not in place.
- 2.20 The standards relating to welfare, health and safety in paragraphs 9, 10, 13, 15 and the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan)], and the ban on corporal punishment under section 548 of the Education Act 1996] are met, but those in paragraphs 7, 11, 12, 14 and 16 are not met.**

Action point 2

The school must ensure that appropriate training is in place for leadership, staff and the proprietor in order that they are confident with regard to the implementation of the school's safeguarding policy and procedures and statutory requirements [paragraph 7(a) and (b)].

Action point 3

The school must ensure that low-level safeguarding concerns about adults working in the school are managed and recorded appropriately and that it liaises with external agencies without delay in line with statutory and safeguarding partnership requirements [paragraph 7(a) and (b)].

Action point 4

The school must ensure that behavioural incidents and pastoral concerns are identified as safeguarding concerns when appropriate, including child-on-child abuse, and that these are managed in accordance with the school's safeguarding policy and statutory requirements [paragraph 7(a) and (b)].

Action point 5

The school must ensure that safeguarding records are kept in a form which provides an overview of safeguarding and enables all concerns and patterns to be identified [paragraph 7(a) and (b)].

Action point 6

The school must ensure that all relevant employment checks are completed before a person starts work in the school and that the evidence required to confirm these checks is retained in staff personnel files [paragraph 7(a) and (b)].

Action point 7

The school must ensure that there is an appropriate policy, procedures, records, training and monitoring in place so as to ensure that the relevant health and safety laws are complied with [paragraph 11].

Action point 8

The school must ensure that recommendations in the fire risk assessment are implemented fully, all the required fire safety checks are conducted and recorded consistently, and that appropriate fire safety training is implemented [paragraph 12].

Action point 9

The school must ensure that appropriate staff to pupil ratios are maintained when off site and that these are in line with a suitable risk assessment that takes into account the needs of the pupils [paragraph 14].

Action point 10

The school must ensure the effective and strategic implementation of its risk assessment policy. It must ensure that staff are suitably trained and that actions are taken to reduce any risks identified, including those associated with pupil welfare and safeguarding [paragraph 16(a) and 16(b)].

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

- 2.21 Although an electronic register is kept, the school has not made all of the required checks to ensure the suitability of staff and the proprietor, and recorded these on the register.
- 2.22 Those conducting and recording the checks on the single central register of recruitment (SCR) do not have the required knowledge and understanding to enable them to maintain it accurately. Not all staff were recorded on the SCR and the information required was not recorded accurately. Information in staff files to verify that the checks have been made appropriately is incomplete and unsystematic. The proprietor has not maintained effective oversight of the SCR or the recording of evidence of checks in staff personnel files.
- 2.23 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 17-21 are not met.

Action point 11

The school must ensure that required recruitment checks are made prior to the start date and that evidence to confirm these checks is retained in staff personnel files [paragraphs 18-20].

Action point 12

The school must ensure that the single central register of appointments is maintained accurately and consistently [paragraph 21].

PART 5 – Premises of and accommodation at schools

- 2.24 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.
- 2.25 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

- 2.26 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.
- 2.27 **The standard relating to the provision of information [paragraph 32] is met.**

PART 7 – Manner in which complaints are handled

- 2.28 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.
- 2.29 **The standard relating to the handling of complaints [paragraph 33] is met.**

PART 8 – Quality of leadership in and management of schools

- 2.30 The proprietor does not ensure 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.
- 2.31 **The standard relating to leadership and management of the school in paragraph 34 is not met.**

Action point 13

The school must ensure that those responsible for governing, leading and managing the school have the support, training, knowledge and skills required to fulfil their responsibilities effectively and that suitable monitoring procedures are implemented, so that the standards are met consistently, and the well-being of pupils is promoted [paragraph 34(1)(a), (b) and (c)].

3. Educational Quality Inspection

Preface

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

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

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 sound.

- Pupils do not make consistent progress in all subjects; they are insufficiently challenged as clear benchmarks and tracking of pupil progress against suitable targets are not in place.
- Pupils do not always achieve at the levels of which they are capable because planning is not always clear with regard to the objectives and targets they are working towards.
- Pupils demonstrate good speaking and listening skills, they listen and respond respectfully to adults and their peers.
- Pupils' achievements outside the curriculum are restricted by the limited range of opportunities offered to them.
- Throughout the school pupils are enthusiastic and have a positive attitude toward school and their work.

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

- Most pupils are self-confident and are extremely considerate of their peers.
- The majority of pupils are developing an appreciation of the non-material aspects of life and spirituality.
- Most pupils are developing good social skills demonstrating a good understanding of the impact of their actions and interactions on others.
- Pupils throughout the school show an awareness and respect for other cultures and beliefs.
- Most pupils know how to keep safe demonstrating knowledge of how to be physically and mentally healthy.

Recommendations

3.3 The school is advised to make the following improvements.

- Improve pupil progress through systematic tracking of their attainment and the use of data when planning and target-setting.
- Raise pupil attainment by ensuring that effective planning is consistently in place across all subjects.
- Extend pupil achievement by providing a range of opportunities outside the taught curriculum.

- Strengthen pupils' spiritual development through the curriculum and wider experiences within and beyond the school.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is sound.
- 3.5 The achievement of most pupils across all year groups and subjects is at least sound and sometimes good. The school successfully achieves its aim to support pupils in meeting the challenges they face linked to their specific learning difficulties. Most parents who responded to the pre-inspection questionnaire stated that the range of subjects provided by the school, including online learning, is suitable for their children.
- 3.6 Pupils take a suitable range of GCSE and vocational examinations in their final year at the school. The small numbers involved prevent reliable comparison with national averages. However, scrutiny of individual results, pupils' written and digital work, lesson observations and discussions with pupils indicate that an appropriate rate of progress in relation to those of similar ability is maintained, with some variation between subjects. Pupils' progress is limited because whilst detailed individual records including targets from IEPs are in place, school leaders have not implemented clear benchmarks throughout the school for monitoring attainment and tracking pupil progress against appropriate targets. As a result, pupils do not achieve at the highest levels of which they are capable because expectations are too low for the majority of pupils, and they are not sufficiently challenged.
- 3.7 Pupils' knowledge, skills and understanding are sound and in some subjects they are good. Their achievements are limited because they and their teachers are not always clear with regard to the objectives and targets they are working towards. Pupils work at a good level when they are supported by effective planning for their individual needs. However, planning within subjects and across the curriculum is inconsistent. This was exemplified in a science lesson, where pupils developed scientific skills such as making hypotheses and predictions, but their learning was insufficiently supported to enable them to apply their knowledge and make connections. Pupils enjoy art and make good progress throughout the school. During discussions pupils spoke with enthusiasm and in depth about their artwork, the techniques they use and the influence of a range of artists on their work. Pupils' achievements in art are good because they are encouraged to explore and express themselves and their work is appreciated and celebrated throughout the school. Throughout the school pupils develop the balance, gross and fine motor skills they need for learning. They benefit from the proprietor's provision of specific therapies and activities provided in the specialist occupational therapy room. Pupils' success in attaining their individual targets in this aspect is supported by dedicated lessons and a range of activities which they can access during lessons such as the trampette and scooter boards. In a PE lesson younger pupils effectively developed their balance and body awareness through activities that included touching cones with opposite hands and feet. They understood the concept of balance and contributed to class discussion freely. They stated strongly that they achieve well in lessons when teachers and support staff encourage them and find different ways to help them to understand. They say that teachers' marking, and verbal feedback helps them to correct errors and move on to the next steps of learning. However, the sample of pupil work scrutinised by inspectors indicated that this is not well developed across all subjects.
- 3.8 Pupils demonstrate good speaking and listening skills. Throughout the school they listen and respond respectfully to adults and their peers, expressing themselves confidently and with sensitive consideration of others. They articulate their thoughts and ideas maturely, using a wide range of appropriate vocabulary. During discussions with inspectors, pupils listened intently to their partners when sharing and reflecting on their work and what helps them to learn. During a communications lesson older pupils demonstrated an understanding of the importance of developing conversational skills for their future development and life beyond school. They worked co-operatively, taking turns, and listed the indicators of good conversations including the importance of eye contact and positive

body language. Younger pupils used challenging vocabulary and a range of linguistic techniques including similes, metaphors and descriptive language when producing their own non-fiction projects. The majority of pupils participate confidently in presentations. For example, during an enrichment lesson older pupils presented information about themselves whilst the audience completed quizzes devised by the pupils to check how well they had listened. By the time they leave the school most pupils read confidently. The majority communicate effectively in writing with some pupils able to complete extended pieces of writing with correct grammar, spelling and punctuation.

- 3.9 As they move through the school, most pupils develop confidence in number with a sound understanding of the four rules of number, place value, decimals and percentages. For example, senior pupils were observed using appropriate vocabulary to describe two-dimensional and three-dimensional shapes. Upper senior pupils independently used rulers, protractors and calculators to calculate bearings. Although some opportunities are provided for mathematical investigations, scrutiny of pupils' work, discussions with pupils and lesson observations indicate that pupils' understanding of the broader aspects of mathematics is not well developed. This is due to restricted opportunities to investigate and solve problems including those involving geometry, time, mass, length and data handling.
- 3.10 Most pupils use information and communication technology (ICT) naturally and confidently to support their learning across the curriculum, such as when accessing an online classroom, writing, designing posters and compiling presentations. Pupils worked confidently with multi-media presentations that they had compiled using information from a variety of sources. During discussions pupils spoke knowledgeably about the ways in which technology enables them to achieve particularly when writing for a variety of purposes. However, most pupils have limited knowledge and skills with regard to computing including the use of programming languages as this aspect of ICT is not part of the curriculum.
- 3.11 Pupils are developing their study skills. During an enrichment lesson, younger pupils effectively researched a project of their choice using primary and secondary sources. The majority of older pupils can draw knowledge from a range of sources, hypothesise, synthesise information and apply their knowledge to new situations. They were observed confidently analysing sections from *Romeo and Juliet* and *The Tempest*. They drew upon their knowledge of the text to justify their opinions and reach conclusions with regard to characters within the plays.
- 3.12 Throughout the school pupils are enthusiastic and have a positive attitude toward school. For example, during an assembly prepared by the pupils, they read aloud and performed confidently. During lessons pupils are keen to learn and work well together in groups and in pairs. This was seen when older pupils worked together successfully to create information sheets on relationships and the law and age limits that should be in place for drinking alcohol or driving. They support and encourage each other, readily giving praise and encouragement as well as constructive criticism. For example, when completing an extended writing task on Notting Hill Carnival pupils discussed how to create the carnival experience through the use of vivid vocabulary and imagery. Pupils were observed challenging themselves during a range of lessons, stating that they enjoyed selecting harder work. Opportunities to extend their achievements outside of the curriculum are restricted and the school is considering ways of enabling pupils to access more activities and opportunities.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is good.
- 3.14 The school successfully meets its aim to support pupils' personal growth so that they are prepared to live fulfilled and productive lives and contribute positively to society. All parents who responded to the pre-inspection questionnaire stated that the school helps their children to be confident and independent.

- 3.15 Pupils' good personal development is supported by a comprehensive personal, social and health education (PSHE) and relationships and sex education programme that has regular assessments which ensure that pupils are confident and able to discuss any issues or concerns. They are enthusiastic about their PSHE and communication lessons, stating that they support them in understanding emotions and how to develop resilience, self-discipline and self-esteem. Pupils stated strongly that the support and encouragement they receive from the vast majority of staff within the school enables them to overcome personal challenges and to enjoy school. Most pupils are self-confident and are extremely considerate of their peers, demonstrating good levels of self-understanding for their age. During a range of lessons observed, pupils expressed how they were feeling and were observed using a range of equipment to engage in movements that supported them in developing self-regulation and the ability to re-engage with learning. During discussions, pupils stated strongly their appreciation of the way in which they can be themselves and are valued for their uniqueness by staff and their peers.
- 3.16 Pupils demonstrate a good ability to make independent decisions about their work. For example, during an art lesson, older pupils chose a range of materials and techniques to use to create a collage reflecting mood and state of mind. Younger pupils demonstrated similar confidence when selecting zentangle patterns and experimenting with them in their sketch books. During discussions pupils demonstrated an understanding of peer pressure and the importance of choosing not to be led by others. Pupils make meaningful decisions in the school council including researching and agreeing which charities they will support. Older pupils said that although the school has recently put a careers programme in place, they would like more opportunities to prepare for college and employment.
- 3.17 Pupils are beginning to develop spiritual understanding. During discussions pupils demonstrated an understanding of the non-material things of life and the impact of their behaviour on others and on themselves. For example, they stated strongly the importance of friendship and of helping family and friends when they can. However, opportunities to develop spirituality are not developed within the curriculum or throughout the life of the school.
- 3.18 By the time they leave the school, most pupils have a good sense of moral awareness. All parents who responded to the questionnaire stated that the school actively promotes good behaviour. In lessons and around the school pupils were observed being courteous, respectful and considerate. They are sensitive to the needs of others and are non-judgemental, consistently demonstrating tolerance and kindness. Older pupils speak confidently about the need for rules and the importance of understanding your feelings and accepting responsibility for your own behaviour. Pupils place great value on kindness, honesty and respect and demonstrate this around the school. Older pupils were observed engaging constructively and maturely in a discussion about the legal and social aspects of drug and alcohol consumption. They debated the justice of imprisoning addicts and whether this was the best way to help them, demonstrating empathy and understanding at a deep level.
- 3.19 Pupils are developing good social skills. They show an awareness of how to interact with others appropriately and demonstrate a good understanding of the impact of their actions and interactions on others. During lessons pupils were observed collaborating effectively in a mathematics lesson, working together effectively to solve problems requiring the calculation of bearings. Younger pupils collaborated well to devise performances in PSHE relating to topics which meant something to them. These included how someone can influence your identity and how you can demonstrate being an active listener. During discussion with inspectors, pupils efficiently organised themselves into groups and collaborated well with each other when discussing their work and a range of aspects with regard to school life.
- 3.20 The majority of older pupils are keen to take on responsibilities within the school. They talk positively about the opportunities they have to teach younger pupils as part of their enrichment programme. Pupils appreciate the circumstances of those less fortunate than themselves. For example, when discussing poverty in different parts of the world, pupils expressed their concern with empathy. Some pupils are developing good leadership skills, particularly through the school council and annual summer camp. Pupils enthusiastically support a range of charities including Red Nose Day, Children in

Need and the Red Cross through organising events such as a bake sale in aid of a charity chosen by the pupils.

- 3.21 Pupils show an awareness and respect for other cultures and beliefs. They spoke with insight about the importance of black history month demonstrating a mature understanding of the Windrush generation and the challenges that families faced upon their arrival. When learning about a range of artists pupils articulated clearly the reasons they favour the abstract nature of African art. Pupils also drew effectively upon the work of Kandinsky to create art reflecting the hopes, aspirations and challenges of the LGBTQ+ community. All parents who responded to the questionnaire stated that the school actively promotes values of respect and tolerance of other people. Inspection evidence confirms this view.
- 3.22 Pupils understand how to keep themselves safe including online as a result of specific ICT lessons and re-enforcement of internet safety across the curriculum. All pupils who responded to the questionnaire stated that the school is a safe place to be, it teaches them about safety, and they understand how to stay safe online. Pupils know not to give personal details and to tell a trusted adult if they receive a communication from someone they do not know or messages that may be abusive. This was observed in lessons, including an awareness of the consequences of posting inappropriate images online. Younger pupils understood how to refine internet searches by using specific terminology to ensure that age-appropriate material was sourced. Pupils understand how to be physically and mentally healthy, particularly in terms of diet, exercise and sleep. Pupils' understanding of factors that protect or put at risk their mental and physical health and well-being was evident in their work and in discussions. They also demonstrated a mature understanding of consent and personal boundaries within the context of personal relationships.

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 proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited 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

Dr Patricia Preedy	Reporting inspector
Mrs Colette Culligan	Accompanying Reporting Inspector
Mr Giles Kentigern Brand	Compliance team inspector (Bursar, HMC and GSA school)
Mrs Claire Robinson	Team inspector (Head, IAPS and ISA school)
Mr Eugene Du Toit	Team inspector (Headmaster, HMC school)