



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Bablake Junior and Bablake and King Henry VIII Pre-Prep School

May 2023

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School's Details

School	Bablake Junior and Bablake and King Henry VIII Pre-Prep School			
DfE number	331/6023			
Registered charity number	528961			
Address	<p>Bablake Junior School Coundon Road Coventry CV1 4AU</p> <p>Bablake and King Henry VIII Pre-Prep School The Grange Brownshill Green Road Coventry CV6 2EG</p>			
Telephone number	<p>Bablake Junior School 024 7627 1260</p> <p>Bablake and King Henry VIII Pre-Prep School 024 7627 1285</p>			
Email address	info.bps@bkhs.org.uk			
Headteacher	Mr Warren Honey			
Chair of governors	Prof Ian Dunn			
Proprietor	Coventry School Foundation			
Age range	3 to 11			
Number of pupils on roll	366			
	EYFS	72	Pre-prep	105
	Juniors	189		
Inspection dates	3 to 5 May 2023			

1. Background Information

About the school

- 1.1 Bablake Junior School and Bablake and King Henry VIII Pre-Prep School together comprise an independent co-educational day school. The school belongs to the Coventry School Foundation which is a registered charity and whose trustees oversee the running of the school. The pre-prep is on a separate site located a short distance away from the main junior school site. Since the previous inspection the school has reconstituted governance and management structures and opened the new pre-prep site. During this time there have been significant changes in personnel with the current principal and headteacher appointed in September 2022.
- 1.2 The other schools in the Coventry School Foundation were inspected separately at the same time.

What the school seeks to do

- 1.3 The school aims to provide an excellent and stimulating education for its pupils, by developing character, intellect and physical wellbeing within a happy, hard-working and caring community.

About the pupils

- 1.4 Pupils predominantly come from a wide variety of business and professional families living within Coventry and surrounding towns. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average compared to those taking similar tests nationally. Of the 30 pupils identified by the school as requiring support for special educational needs and/or disabilities (SEND), four receive support for a range of additional learning needs, including dyslexia and dyspraxia. One pupil has an education, health and care (EHC) plan. There are 53 pupils for whom English is an additional language, most of whom do not require additional support for their English. The curriculum is modified for the most able pupils and those who have special talents in areas such as art, music, drama, technology and 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 (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.

Additionally, this visit serves as a material change visit to assess the school's proposal to house the pre-prep school at The Grange site.

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 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. 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 wellbeing of the pupils.

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

3. Recommendation with regard to material change request

Summary of findings

- 3.1 This material change request is in relation to the establishment of the Bablake and King Henry VIII Pre-prep School at accommodation at The Grange, which is located within a short driving distance from Bablake Junior School. This material change request was considered at previous visits, notably in September 2022. At that time the school did not meet all of the Education (Independent School Standards) Regulations 2014 and as a result the material change request could not be agreed.
- 3.2 This visit considered all elements of the standards, including any requirements of The Early Years Foundation Stage. In summation, the accommodation is suitable for use by the school. The site is secure and all buildings contain appropriate teaching and learning spaces and have toilet and washing facilities fully integrated. Suitable provision is made for dealing with any medical needs or emergencies. There is ample space for the pupils to learn and play outdoors. Pupils, including children in the EYFS, are effectively supervised. The school has ensured that there are suitable safeguarding arrangements in place led by the designated lead and their deputies. Staff who were in discussions, show that they fully understand their safeguarding responsibilities and are suitably trained. All matters of health and safety, including fire, first aid and risk assessment are effectively overseen by the Coventry School Foundation compliance team. Parts 1 and 2 of the ISSRs are fully met as reflected in the accompanying educational quality report.
- 3.3 All staff, supply staff and trustees are checked thoroughly as part of the school's safer recruitment arrangements, which have been completely overhauled since the previous inspection. Arrangements for dealing with complaints are suitable and all required information is provided to parents and parents of prospective pupils, as required.
- 3.4 Although the name of King Henry VIII appears in the name of the pre-prep, all pupils are registered as part of Bablake Junior School. Suitable registers of attendance and admissions are maintained. A major restructuring of the school's leadership and governance ensures that all areas of the standards are now met.

Recommendation

- 3.5 It is recommended that the material change request, to house the pre-prep school at The Grange site, be approved.

4. 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

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

- Pupils' study skills are extremely well developed and support their learning across the curriculum.
- Pupils are enthusiastic learners who love to work hard and to give of their best.
- Pupils achieve highly in a wide range of subject areas including outside the classroom.
- Pupils are confident and competent communicators. They have a mature capacity to convey their thoughts and ideas.

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

- Pupils are kind, considerate and thoughtful of one another and understand the impact of their behaviours on others.
- Pupils' cultural awareness is outstanding and they appreciate the opportunity to be in a harmonious community where they help ensure that every individual is valued.
- Pupils' self-confidence is excellent and they successfully find a balance between success and humility.
- Pupils' social development is excellent and they contribute willingly to both school life and the wider community for the benefit of everyone.

Recommendation

4.3 The school is advised to make the following improvement.

- Further strengthen pupils' spiritual development through a greater appreciation of the non-material aspects of life.

The quality of the pupils' academic and other achievements

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

4.5 Pupils demonstrate a high level of achievement across the curriculum and in the wide range of extra-curricular activities. This reflects the school's aim to provide an excellent and stimulating education in which pupils can achieve more than they imagined possible.

4.6 Pupils of all ages, including in the EYFS, make good and sometimes rapid progress, which is reflected in the quality of their work in their books and the school's own assessment data. Pupils with SEND also achieve well and make similar progress because of the support provided and through the successful

implementation of support strategies. Extension and enrichment activities ensure that those pupils who are more able can achieve at a high level reflecting their capabilities. The high level of attainment by pupils is a result of the pupils' exceptional attitudes to learning, supported by teaching which shows a high level of subject knowledge delivered imaginatively and utilising an extensive range of well-used learning resources.

- 4.7 Pupils develop an excellent raft of skills in a very wide range of areas, supported by an ambitious curriculum. Their knowledge is built upon as they move through the school from secure foundations in the EYFS. Pupils' depth of understanding is extremely strong and they can readily explain their knowledge in a precise and meaningful way. Pupils of all abilities demonstrate an excellent understanding of prior learning. For example, pupils in Year 6 built on their understanding of categories of living creatures, extending this to their own investigation using a dichotomous key. Additionally, pupils in Year 5 made brisk progress in building a piece of music using Gamelan instruments working collaboratively and listening carefully to one another. Well-paced lessons incorporating open-ended questioning and challenges supports the rapid progress of pupils strengthening their knowledge, skills and understanding. Older pupils benefit from some specialist teaching by senior school staff, such as when they created their portraits based on the work of *Nina Chakrabarti* with a theme of botany and pattern.
- 4.8 Pupils are excellent communicators. They speak with a measured precision, understanding and reflecting on how to best convey their thoughts and ideas. They also understand the importance of being a good listener, respecting the views and ideas of others. Pupils demonstrated that they can respectfully discuss misconceptions and errors when working with a partner in a lower junior mathematics lesson exploring analogue and digital time. Excellent speaking and listening skills are developed through routine talk partner work and classroom discussions in which pupils of all abilities are actively engaged. Children in Reception demonstrate excellent progress in their early reading and writing skills with written work on a range of topics, including character description, Mother's Day writing, scientific labelling and sequencing. Careful interactive teaching facilitates their progress in phonics. Older pupils also write successfully for a wide range of purposes and, as with their oral skills, understand how best to portray their thoughts and feelings. This was shown when older pupils in the junior school wrote emotively and articulately about saving tigers from extinction. The pupils also present their work beautifully. Pupils are competent readers and early work on this aspect in the EYFS pays significant dividends as the pupils move through the school.
- 4.9 Pupils have a love of working with number and, from an early age, can readily explain how numbers work. Nursery children confidently make links, for example, with the number 4 recognising that it is a number, a date and their age. They also demonstrate accurate counting skills. Younger junior school pupils showed much tenacity and depth of understanding as they calculated fractions of large numbers and of shapes. More able older junior mathematicians confidently worked with calculations on angles around parallel lines. Throughout the school pupils' mathematical prowess is strengthened by teaching that allows the pupils to really become engrossed in the topic and by encouraging their charges to have a go, be bold and talk processes through with their peers. Pupils enjoy mathematical challenges and find working on potential solutions with work partners a satisfying and stimulating occasion. Older children apply their numeracy knowledge skilfully to solve problems and present their scientific findings.
- 4.10 Pupils display a natural ease when using technology to support their learning, supported by school leaders and managers who ensure they have suitable access to a range of appropriate resources. They are proficient at using the internet for research purposes and are especially skilled at entering the right sort of questions to focus in on specific retrieval. Information and communication technology (ICT) is an integrated part of the pupils' school experience and is used to strong effect. Pupils show high level of knowledge within the computing curriculum and benefit from regular curriculum time to develop specific skills, for example coding. Older junior pupils had successfully collaborated on an ICT project to create a rap related to online safety with each pupil taking on a different role within the

group. Pupils also successfully use ICT to support other subject areas including using electronic notepads to make notes.

- 4.11 Pupils demonstrate excellent study skills. This is a real strength in their academic development, which is also a view agreed upon by almost all parents in the questionnaire. Pupils instinctively use their skills across areas of learning. This includes when researching, when summarising information, note-taking and using their well-honed higher-order and analytical skills. Pupils do not take things at face value but have the expertise to discuss, challenge and develop the information that is presented to them. For example, in a humanities lesson on value for money, older pupils did not merely focus on the cost of products but also brought other elements to the discussions, such as product quality and how packaging and distance travelled needed to be considered for environmental impact. Pupils are given time to develop their higher-order skills through the learning opportunities effective teaching and the timely adult support given. School leadership places a high value on all these aspects, to excellent effect. Pupils successfully use their study skills in all aspects of the curriculum to become highly effective learners. Pupils are given opportunities to choose their own level of challenge such as when younger junior pupils chose their own level of comprehension questions about *Nim's Island* by Wendy Orr. Pupils of all abilities justified their answers constantly referring back to the text. Teachers set high expectations and provide regular reminders of a range of study techniques to enable pupils to achieve their potential.
- 4.12 Pupils achieve highly in a wide range of co-curricular activities. This includes achievements in sport, art, music and drama. Some sports teams, including netball and rounders, remained undefeated for sustained periods of time. Other notable sporting achievements include being county cricket champions and Coventry champions in cross country and football. Pupils compete as the only primary school in a regional chess league and there are an abundance of rewards and successes in music and drama. Pupils value the opportunities to compete at such a high level but also recognise that positive involvement is just as important as winning.
- 4.13 Pupils show substantial positivity towards their lessons and learning and are always active participants. They are excellent independent learners because the teaching provides opportunities for them to take ownership of what they do and to choose how they learn best. Their collaborative skills are excellent and pupils love to work together, share ideas and challenge each other's thinking. Pupils are confident and ambitious, exhibiting initiative and independence to take their learning in the direction they want. They show passion and pride in everything they do, with the Year 6 scrapbooks being a notable example of this. Working collaboratively is the norm in nearly all lessons, from evaluating each other's work in lower junior art lessons to lighting fires in the outdoor learning environment. Pupils arrive at lessons prepared to take an active part in all activities, quickly adjusting from one lesson to the next. They are reflective learners and gain much from analysing their work and taking the initiative to improve the standard. They quickly apply taught skills to their own independent learning, such as when older junior school pupils used French dictionaries in an independent task after the use of these was modelled by the teacher.

The quality of the pupils' personal development

- 4.14 The quality of the pupils' personal development is excellent.
- 4.15 Pupils demonstrate outstanding self-confidence and conduct themselves with aplomb. They show a clear understanding of how to improve their work and respond positively to the feedback, marking and target setting provided by the teachers. Children in the EYFS show high levels of confidence such as when discussing their work on pattern and shape. Older junior school pupils reflected carefully on the progress they had made in tennis, responding positively to the feedback provided by the staff. In discussions with inspectors, older pupils stated that they felt that judicious marking and feedback helps them to improve and that their teachers are the main reason why they progress so well. Pupils of all abilities show resilience and perseverance to meet their self-chosen challenges. Pupils are

appreciative of the pastoral support that is readily available for them including at times when they were feeling anxious or when their self-esteem was not as high. School leaders and managers ensure that high levels of intervention are provided through one-to-one work or group support. Pupils commented that they were well supported in the transition to senior school and that they felt confident about this move. Pupils are not afraid to fail and they understand that this is part of learning. A culture of trying hard is strong in the school. Pupils enjoy not knowing something and relish the opportunity to learn something new. In the questionnaire, almost all parents felt that the school helps their children to be confident and independent.

- 4.16 The experiences that the school provide through the tailored curriculum ensure pupils from the youngest age are given opportunities to develop and build their excellent decision-making skills. For example, pre-prep pupils are able to choose how to present their work in religious education. Pupils have the confidence to make their own choices and appreciate they have control over their own success. Pupils demonstrate that they understood the importance of making their own decisions to further their success. For example, pupils in Year 6 chose their own level of challenge in French work on festivals, understanding that this decision impacted on their level of achievement and satisfaction. In discussions with inspectors, older junior school pupils stated that decisions made at the school council resulted in positive change, such as replacing juice with flavoured water and a particular favourite was wearing their own clothes when it was their birthday. They understood that it is important to reflect on the best person for the role when voting for school councillors. Pre-prep school councillors had instigated improvements to the entrance roundabout and are currently liaising with a local garden centre to add flowers to improve the school environment.
- 4.17 Pupils' appreciation of the non-material aspects of life supports the development of their self-awareness in age-appropriate ways, such as when older junior school pupils were searching for invertebrates in the woodland learning environment. They were excited and animated by their finds, especially the newts. The EYFS mud kitchen gives many opportunities for awe and wonder for the youngest children whilst those at the other end of the school were highly affected whilst attending a national opera performance. Equally, pupils were clearly moved when singing the national anthem together with such great enthusiasm during an assembly about the upcoming coronation of King Charles III. Pupils show compassion and understanding towards others and the world. They develop a good understanding of different religions. Pupils' appreciation of the non-material aspects of life and sense of spiritual understanding, while good, have the capacity to be strengthened further. School leaders and managers recognise that this is an area that could be further strengthened.
- 4.18 Pupils have a clear sense of right and wrong and display a strong moral understanding as demonstrated in their excellent behaviour. This is a view held by almost all parents who responded to the questionnaire. Children in the EYFS and pre-prep pupils understand how to articulate and understand their feelings and behaviours and how these can be adjusted. Pupils in the junior school clearly understand the traffic-light system for promoting positive behaviour, which they feel is fair. Children in Reception identify kindnesses for their kindness buckets by including such things as helping a friend and taking turns. Pupils in Year 1 said that being kind was the best thing about their school. On the rare occasion a pupil makes a wrong choice with their behaviour, they are quick to accept responsibility and show remorse for their actions. School leaders and managers have robust procedures in place to ensure pupils develop a strong moral understanding. Pupils show a depth of insight when discussing ethical issues. The eco-council maturely debates environmental matters and the pupils in the pre-prep readily connected with the planet conservation work undertaken by King Charles III as they wrote cards to him for his coronation.
- 4.19 Pupils' ability to work with others is outstanding. Every lesson provides an opportunity for pupils to work collaboratively to achieve a common goal. Pupils are socially aware from a young age as seen in Nursery when cotton reels fell from the bottom of a child's threading string, another followed behind picking them up. Pupils' social development is excellent and is fully embedded into every aspect of school life. Almost all parents who responded to the questionnaire, felt that the school helps their

children to develop strong teamwork and social skills. Clear classroom expectations are met with pupils allowing others to speak and they listen respectfully to the views of others as they worked together to solve problems. For example, when pupils in Year 1 created a palace in the woods for a soft toy where they successfully shared ideas, working towards their common purpose. Pupils feel that their uniqueness is celebrated and they reflected positively on an occasion where their peers with dyslexia had given an assembly presentation. This valuing of individuality strengthens the social cohesion of the school community and supports the school aim of being a happy and caring community.

- 4.20 Pupils develop strong leadership skills supporting the school community in a variety of roles such as head boys and girls and their deputies and house captains. Elected school council and eco council members also realise the importance of their roles. Pupils value the fact that they had been chosen by their peers for these roles and as a result they show great commitment to ensuring that they do all they can to make sure that the school is the best place for everyone. For example, pupils called an emergency school council meeting following a recent earthquake disaster and quickly set up a fund-raising activity to support the victims. Pupils in Year 5 were also proud that they had participated in fundraising for an ambulance charity following an injury to a member of the physical education staff.
- 4.21 Pupils demonstrate maturity and sensitivity when thinking about their own and other cultures. They are proud of their diverse backgrounds and ensure that everyone is treated with respect and equality. A welcoming and inclusive atmosphere pervades across the school and pupils are proud to state that it is good to be different. Diverse cultures are celebrated. Pupils supported their friends when they were fasting during Ramadan and others enjoyed celebrating Diwali. Children in Reception learnt how to portray Chinese numerals following a visit from a parent who shared their experiences and culture with the class. Older pupils in discussion with inspectors spoke of how everyone is an individual but should never be treated differently. Pupils have a strong sense of fairness and openly challenge those who threaten the values that the pupils hold so dear.
- 4.22 Pupils demonstrate an excellent understanding of how to keep themselves safe and lead healthy lives. Pupils clearly understand their responsibilities and know how to seek help when this is required. The extra-curricular activities enable the pupils to focus on a range of aspects for a healthy lifestyle such as a cookery club where pupils were making a salad. Pupils display a mature understanding of their changing bodies and discussed this in an open and confident way, seeking clarification through their own questioning and responding appropriately to challenges to their thinking. Pupils in Year 2 were able to confidently explain what to do if something unexpected pops up on their computer screen. Pupils are fully aware of the importance of a balanced lifestyle and show a good awareness of keeping themselves physically and mentally healthy. They understand the importance of seeking help when it is required, and school leaders and managers respond by ensuring that there are suitable support programmes in place for circumstances such as bereavement.

5. Inspection Evidence

- 5.1 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 Graham Gorton	Reporting inspector
Mrs Elizabeth Andrews	Compliance team inspector and team inspector (Former head of pre-prep, IAPS school)
Mrs Ann-Marie Elding	Team inspector (Head of prep, SofH school)