



**ISI** Independent  
Schools  
Inspectorate

**Regulatory Compliance and Educational Quality Inspection Report**

**Alleyn's Junior School**

**November 2021**

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## School's Details

<b>School</b>	Alleyn's Junior School			
<b>DfE number</b>	210/6312			
<b>Registered charity number</b>	1161864			
<b>Address</b>	Alleyn's Junior School Townley Road Dulwich London SE22 8SU			
<b>Telephone number</b>	020 8557 1519			
<b>Email address</b>	juniorschool@alleyns.org.uk			
<b>Head</b>	Mr Simon Severino			
<b>Chair of governors</b>	Mr Iain Barbour			
<b>Age range</b>	4 to 11			
<b>Number of pupils on roll</b>	244			
	<b>Infants</b>	60	<b>Juniors</b>	184
<b>Inspection dates</b>	16 to 19 November 2021			

## 1. Background Information

### About the school

- 1.1 Alleyn's Junior School is a co-educational independent day school. Opened in 1992, the school is part of Alleyn's School, a registered charity administered by a board of governors, and with which it shares a campus in Dulwich, south London. The school consists of the infant department for pupils aged between four and seven years, and the junior department for pupils aged between seven and eleven years. Since the previous inspection, the school has embarked on a redevelopment project; during the time of the inspection, the pupils were housed in temporary accommodation.
- 1.2 During the period March to June 2020, the school remained open for children of key workers, with pupils in Reception, Year 1, Year 2 and Year 6 returning to on-site education in June, and Years 3 to 5 for the final week of the summer term. During this period of closure, the school provided remote learning materials for all pupils.
- 1.3 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 August 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.
- 1.4 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. Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.5 The school aims to nurture excellence and well-being, enabling every pupil to flourish within a kind and caring environment. It seeks to develop curiosity, reflection and independence, whilst valuing diversity within its community and building positive partnerships with the wider world.

### About the pupils

- 1.6 The majority of pupils come from the local area, from families with a range of backgrounds, cultures and professions. Nationally standardised data provided by the school indicate that the ability of the pupils is well above average for those taking the same tests nationally. The school has identified 28 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, of whom 26 receive additional specialist support. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 25 pupils, whose needs are supported by their classroom teachers. The needs of more-able pupils are catered for within the classroom and through the provision of individually tailored opportunities outside lessons.

### About the inspection

For this inspection, the DfE requested a particular focus on ISSR Part 1 (curriculum, relationships and sex education, teaching and assessment), Part 2 (spiritual, moral, social and cultural development) and Part 3 (welfare, health and safety) to ensure that pupils are safeguarded effectively, that the quality of education provided fosters a culture of positive relationships and respect for protected characteristics, and that the school implements a curriculum for relationships education which meets the requirements of the statutory guidance. Details relating to this particular focus can be found at the end of the Regulatory Compliance section under the heading 'Additional information on particular areas of focus' beginning on page 7.

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

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

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

Links to the 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. 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.**

## **Additional information on particular areas of focus**

### **Quality of education provided – curriculum, relationships and sex education and teaching [ISSR Part 1, paragraphs 2, 2A and 3]**

2.20 The school has an effective programme in place for pupils' personal, social and health education (PSHE). The scheme of work reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

2.21 The school ensures that all pupils are provided with relationships education, which is included within its PSHE scheme of work and taught by specialist teachers in timetabled lessons. The school has elected to include some aspects of sex education, and parents are informed as to how they may choose to remove their children from this aspect of the programme. The school's policy for relationships and sex education (RSE) is available to parents on the school's website. Parents have been consulted in the drawing up of the policy.

2.22 Teaching utilises effective strategies for the management of behaviour in lessons and does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual

respect and tolerance of those with different faiths and beliefs. Teaching involves well-planned lessons which take into account the needs and ages of the pupils. Assessment is used to inform planning of lessons and of the wider curriculum.

### **Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]**

2.23 The school promotes a culture of mutual respect through its programme of assemblies, PSHE lessons and the daily reinforcement of its values in interactions between staff and pupils. Pupils are enabled to develop their self-knowledge, self-confidence and self-esteem and to distinguish right from wrong. They are encouraged to accept responsibility for their behaviour and to respect other people, paying particular regard to the protected characteristics set out in the 2010 Act. The promotion of respect for others has been further strengthened by the recent drawing up and implementation of a gender equality action plan. Pupils respond positively to these measures, articulating with clarity and confidence the importance of respect and personal responsibility.

### **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]**

2.24 The school's safeguarding policy meets the requirements of current legislation and guidance and is implemented effectively. It is supported by a suitable staff code of conduct, whistleblowing procedure and staff recruitment policy. Staff are trained in how to manage a report of peer-on-peer abuse and the school readily liaises with external agencies and parents as required. Suitable procedures are in place to deal with allegations against adults who work in the school and appropriate filtering systems safeguard pupils when they are online. Pupils understand how to stay safe when working online and how to respond to negative experiences on social media.

2.25 Staff, including those new to the school and those in leadership roles, are trained as required. Adults working in the school demonstrate a strong understanding of the procedures to follow when sharing concerns. Appropriate measures are in place to respond to safeguarding concerns, and records seen indicated that these have been implemented effectively. The school has responded appropriately in line with its secure procedures when pupils have reported instances of inappropriate sexual comments. These and other safeguarding concerns are recorded in a manner which enables patterns or trends to be identified, and the ongoing monitoring of pupils about whom concerns have been logged.

2.26 Pupils interviewed were able to identify adults in school with whom they could share concerns. The school's system for allowing them to request help from a named adult was seen to be effective through examples of its use in resolving issues and pupils' confident confirmation of its effectiveness in practice. Staff and school leaders are aware of the importance of pupils' mental health and suitable provision is in place to respond to related concerns.

### **Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9]**

2.27 The school has an appropriate written behaviour policy that sets out the sanctions to be adopted in the event of pupils' misbehaviour. A record is kept of sanctions imposed, which shows that when concerns have arisen concerning sexual comments they have been dealt with appropriately and recorded as such, so that patterns may be identified. Records indicate that the school responds swiftly in such instances and that a culture is maintained in and outside the classroom whereby it is clear that such behaviour will not be tolerated. Pupils spoke positively about the means by which the school promotes good behaviour and mutual respect between pupils of different genders and backgrounds.

### **Welfare, health and safety of pupils – bullying [ISSR Part 3, paragraph 10]**

2.28 An effective anti-bullying strategy is in place, including guidance as to the part that can be played by the school, pupils and parents in preventing and responding to bullying. Measures are in place to respond to accusations of sexual or gender-related bullying and include the requirement to consider such matters as safeguarding concerns. The school keeps a record of all allegations of bullying; this indicates that incidences are low and that the school responds appropriately when they occur.



**Quality of leadership and management [ISSR Part 8, paragraph 34]**

- 2.29 The proprietor has ensured that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so as to ensure that pupils are safeguarded effectively, that the quality of education provided fosters a culture of positive relationships and respect for protected characteristics, and that the school implements a curriculum for relationships education which meets the requirements of the statutory guidance.

### 3 Educational Quality Inspection

#### Preface

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

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

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

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

#### Key findings

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

- Pupils of all ages display excellent skills, knowledge and understanding across the curriculum.
- Pupils are excellent communicators. They are attentive listeners and transfer their literacy skills across their work, making adventurous vocabulary choices orally and through the written word.
- Pupils demonstrate advanced numeracy skills from an early age and utilise these effectively in other subject areas.
- Pupils display excellent attitudes to learning. They are enthusiastic and engaged in all activities, whether working alone or with their peers.

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

- Pupils demonstrate high levels of self-awareness and resilience in their positive and determined approach to new opportunities and challenges.
- Pupils display a maturity beyond their years when making decisions, including those which will contribute to their physical and mental well-being.
- Pupils' appreciation of the importance of moral codes and their ability to take responsibility for their own actions are extremely well developed.
- Pupils' appreciation for their own and other cultures is excellent, alongside an ingrained understanding of the importance of respect for others within the school community and beyond.

#### Recommendations

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

- Enabling pupils to extend their higher order study skills through the provision of more opportunities for them to hypothesise, analyse and synthesise in their learning.
- Increasing opportunities for pupils to develop their social skills through working together to devise and implement initiatives outside the classroom.

## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils achieve at high levels, as evidenced in their results in standardised and internal assessments, in response to the committed, experienced and knowledgeable teaching they receive in school. Children in the EYFS make excellent progress, attaining at high levels by the time they leave Reception. Pupils with SEND achieve well in relation to their abilities, whilst those with EAL attain at levels which are at least commensurate with their peers. Pupils identified as more-able by the school attain at extremely high levels in relation to age expectations in their subjects of strength, including literacy, numeracy, languages and music. Pupils of all abilities, including those with SEND and EAL, make strong progress throughout the school in the quality and quantity of their written work over time. They are confident in their achievements, benefiting from the school's active use of assessment results and the tracking of pupils' progress. The vast majority of pupils who responded to the pre-inspection questionnaire agreed that their skills and knowledge improve in most lessons.
- 3.6 Pupils' skills, knowledge and understanding are excellent across all subjects, due to the wide breadth of the curriculum including the provision of interesting learning activities in the woodland environment, instrumental tuition for all pupils from Year 2, and numerous trips and subject themed days. Their high levels of achievement are facilitated by school leaders' continuous review of provision and the proprietor's designation of a governor with relevant experience and expertise to take responsibility for the school. Children in the EYFS demonstrate high levels of dexterity and creative abilities such as when creating patterns with beads. They displayed advanced writing skills when recording their ideas about how an alien spaceship came to be in their classroom. Specialist teaching and high expectations enable older pupils to achieve mature levels of skill and understanding in the arts, humanities and sciences. Pupils produce high-quality art work in a wide range of media, characterised by skill, attention to detail and vibrancy. They use their advanced knowledge of French to construct questions and answers, and tackle challenging multi-part works in their singing lessons. Year 4 pupils' excellent retention of prior learning about the hierarchy in Egyptian society was evident when they described the roles of the different levels of society to parents and pupils in assembly. Pupils show a mature understanding of different cultures and religions in religious education (RE) lessons and use appropriate scientific terminology to describe a fair test in science.
- 3.7 Pupils display excellent literacy skills, writing fluently, accurately and for a range of different purposes. Older pupils produced detailed and imaginative biographies for characters from their favourite books, whilst those in Year 2 employed advanced vocabulary skills to infer the heightened emotional state of an individual from a picture, using words such as horrified, terrified and petrified. Pupils write monologues, diary entries, newspaper articles, and scripts for the annual comedy show. They take pride in using their skills to craft persuasive letters to politicians about environmental issues. Pupils transfer their skills across the curriculum, such as when writing about the Nile in humanities lessons, producing the pupil magazine or reflecting on their work in their Year 6 diploma activities. Children in the EYFS make very rapid progress in their knowledge and understanding of letters and sounds and chat happily with staff about past experiences and their interests. Older pupils read at an advanced level, discussing their choices with insight and benefiting from the range of material presented in daily sessions when adults read aloud to them. Pupils are highly articulate; in discussion with inspectors, those of all ages were confident and enthusiastic conversationalists. They listen attentively and respectfully to their peers, valuing the opinions and ideas of others and opportunities to use these to improve their own work.
- 3.8 Pupils develop excellent numeracy skills from an early age, responding with enthusiasm to well-paced teaching and the provision of challenge for those of all abilities. Children in the EYFS spontaneously incorporated their emerging skills in their creative play when counting backwards from 10-1 as they prepared to launch a spaceship, and those in Year 1 demonstrated a practical understanding of length through the identification of objects which are longer or shorter than a metre. Good progression in numeracy is evident in the standard and volume of work completed by pupils of all ages, and the use

of ability-based teaching in the older classes enables the more-able to pursue work that matches and stretches their abilities. Pupils draw on their mathematical understanding to support their learning in subjects including information and communication technology (ICT), design technology, art and science, such as when measuring forces and the distances a syringe can squirt water. By the time they reach Year 6, pupils are able to apply their sophisticated skills to calculations of spending in foreign currencies and income tax, and many achieve high levels of success in national mathematics challenges.

- 3.9 Pupils develop advanced computing skills including research, creativity, presentation, coding and the use of spreadsheets, through a multitude of age-appropriate activities and tasks. Children in the EYFS begin to develop their competency when engaging in digital drawing activities and number games, whilst Year 4 pupils plan, create and evaluate complex and effective animations. They apply their skills to other areas of the curriculum, such as when creating posters about the Amazon or undertaking and presenting independent research on famous people. Pupils in Year 5 navigated search engines effectively in a science lesson, selecting appropriate audio-visual resources to research how astronauts cope with everyday tasks in zero gravity. Pupils of all ages are adept at accessing and completing tasks online, and value the opportunity to improve their work in response to feedback from their teachers on digital platforms. Their work demonstrates good progression as they move through the school, supported by the proprietor's investment in staff training and resources, including the provision of a tablet computer for each pupil in their final two years at the school.
- 3.10 Pupils make excellent use of a range of study skills, such as when using their own research findings to analyse two sides of an argument about economic growth versus environmental protection. They reflect on their work, including in the Year 6 diploma, when they assess the effectiveness of their autobiographies and how they could be improved. Their skills benefit from the time they spend engaging in the Junior Duke of Edinburgh's Award scheme, when they learn to find their way around London and undertake research projects on subjects including the Bermuda Triangle and Katherine Johnson. Children in the EYFS are active learners who express their ideas through the creative use of resources. They plan and execute solutions to practical problems, following their own play narratives. Older pupils demonstrate higher order thinking skills; they reason rationally and hypothesize capably when suitable opportunities and challenges are provided. However, these skills are not always fully developed, as opportunities for them to engage in open-ended activities and independent research are limited in some subjects.
- 3.11 Pupils display excellent attitudes to learning and a genuine thirst for knowledge, benefiting from the active promotion of the school's learning dispositions. They are attentive and engaged in their lessons, demonstrating the success of the school in achieving its aim to develop pupils' independence and love of learning. Children in the EYFS are enthusiastic learners, working together in self-formed groups and displaying high levels of concentration on their chosen task. Older pupils undertake independent project work with commitment and enthusiasm, working productively on solo and group endeavours. They commence tasks swiftly and remain focused throughout lessons, taking an evident pride in the presentation of their work and the volume produced. Pupils have an excellent work ethic both in and outside the classroom, recognising that practice makes perfect, as observed in a Year 3 netball practice when they repeated passing drills in pairs and small groups to improve their accuracy. Those in Year 5 worked with high levels of focus and independence on a mathematical morning challenge during registration, enjoying the task and sharing their strategies and responses readily with others.
- 3.12 Pupils have a strong sense of achievement. They identify readily with the challenges in which they engage and derive great pleasure from opportunities in sport, art and music where they have personal interests and a sense of achievement. Almost all parents who answered the questionnaire agreed that the school provides a suitable range of extra-curricular activities. Excellent results have been achieved in competitions in mathematics, writing, memory, languages and quizzing, and an extremely high proportion of pupils excel in LAMDA examinations. Pupils enjoy success in sporting, music and academic competitions and examinations, often at a national level. Over recent years, several pupils

have been awarded academic, music, sport or art scholarships to their senior schools. The school's commitment to ensuring all pupils participate in its wide range of extra-curricular activities ensures the widespread achievement of pupils in aspects of school life which they enjoy as well as those in which they excel, in line with the school's aim to nurture holistic excellence for all.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate a mature sense of self-awareness, recognising strengths, weaknesses and individuality within themselves, in fulfilment of the school's aim to promote well-being in a kind, caring and safe environment, where every individual can flourish. Although a very small minority of parents indicated in the questionnaire that the school does not help their child to become confident, the vast majority of pupils said that their teachers are supportive. They have high levels of perseverance and resilience, and a strong desire to succeed, knowing that results come from trying their best, and not being afraid to ask for help. Pupils in Year 1 showed great perseverance when working on challenging spatial awareness activities and those in Year 5 showed an appreciation of self-value when discussing bullying. Although a small minority of pupils stated in the questionnaires that they did not feel well prepared for senior school, pupils spoke of looking forward to new challenges and opportunities as they progress in their education. Portfolios of work provided for inspectors confirmed that pupils develop their skills and knowledge effectively in preparation for their future lives before leaving the school, including planning trips around London using public transport and learning to cook a meal for their families.
- 3.15 Pupils take responsibility for the decisions they make in their learning and other areas of life. They make careful choices about events outside school and monitoring responsibilities. Pupils make thoughtful choices about friendships and take time deciding which clubs to join, weighing up the pros and cons of different options and knowing that the challenges of being in a minority are worth managing in order to reap future rewards. They understand how their actions may have consequences and are mindful of the well-being of others from the youngest age. They express a desire to be the best they can be, supported by the PSHE curriculum and an encouraging attitude from both pupils and staff. They have a strong awareness of the impact their choices will have on their development and opportunities as they progress through the school. Children in the EYFS make activity choices on a daily basis, discussing their ideas with others. Older pupils respond with maturity to the opportunities they are given to make up their own minds about the work they undertake in lessons and take action to limit their engagement in clubs if they feel there is pressure on their time.
- 3.16 Pupils demonstrate an innate sensitivity and tolerance for people from different backgrounds, in response to the great value the school places on diversity when welcoming pupils of different backgrounds and beliefs to the school community. They understand and strongly support the high priority placed on respect for others by the school and challenge the lack of democracy in nations whose leaders rule through the use of force. Pupils identify with different cultures, festivals and religions and enjoy opportunities to share their experiences in assemblies and language days. They have a deep knowledge and understanding of different religions, fostered by the highly effective RE programme and the regular provision of newspapers and articles in the library and classrooms. In an RE lesson, for example, Year 5 pupils demonstrated excellent knowledge and understanding of the importance of equality and its significance within Sikh culture, linking this to race, culture and gender equality. In questionnaire responses, the overwhelming majority of parents agreed that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.17 Pupils show a strong appreciation of the importance of behaving well towards others, a value which is reinforced at every turn through the school's golden rules and staff role models. Older pupils are aware of the dangers of responding to unkindness with more negative behaviour. They show a strong moral compass and are prepared to discuss and challenge things they perceive to be unjust or unfair.

Pupils take responsibility for their actions and understand the means by which they can support others or repair a relationship where they have caused upset. They appreciate that laws are vital for civilisation and are fully aware of school rules, sanctions and expectations. Pupils play an integral part in drawing up rules at the start of the year and show respect for these in their daily actions, such as when asking for permission to retrieve a ball at break time. Children in the EYFS say that sharing is the kindest thing they can do, and immediately apologise when they accidentally hurt others.

- 3.18 Pupils have an excellent understanding of how to keep themselves safe, including online. They understand what constitutes a healthy lifestyle and recognise the benefits of regular exercise, healthy eating and looking after their mental health. They communicate a sense of security in the school environment, where leaders' concern for their well-being is evident through the regular reinforcement of ways in which they can seek help in school through assemblies, posters and form discussions. Younger pupils demonstrate a comprehensive understanding of matters such as road safety and stranger danger. They understand the importance of exercise and a healthy diet and of not giving out personal details online. Older pupils are appreciative of the healthy choices offered at lunchtimes and enjoy engaging in a wide range of sports clubs so as to promote their physical health. They manage their activities and commitments through the school's own self-assessment strategy, and value the support they receive in balancing their work and relaxation, such as through mindfulness colouring. In the questionnaires, most pupils and almost all parents agreed that the school encourages them to learn about and adopt healthy lifestyles.
- 3.19 Pupils show high levels of appreciation of the non-material. They can explain the importance of peace, love, diversity, animals, freedom and God in their lives. Children in the EYFS showed a great sensitivity to the needs of wildlife, watching in excited silence as a squirrel scurried across the fields, and pupils in Year 6 demonstrated an appreciation of the natural world as they discussed deforestation in the Amazon. Pupils welcome regular recognition of their own achievements and derive great satisfaction from opportunities to share in the success of their friends in assemblies and performances. They see the completion of a task as its own reward and enjoy quiet reading and time to sit and reflect or listen to music. They talk with passion about their sports and clubs, and of house events, which nurture their love of working with pupils of different ages. Older pupils value the opportunities they have to work alongside those from the senior school, who engage with them through judging talent competitions and running sports clubs, and they enjoy the fact that their temporary building puts them in the heart of the school.
- 3.20 Pupils throughout the school collaborate effectively with others in house activities and when preparing assemblies. Older pupils act as role models for younger ones, benefiting from their interactions with senior school pupils in this regard. Sports lessons and activities enable pupils to develop co-operative skills and work as a team to achieve a common goal. Pupils in Year 6 collaborate effectively and meaningfully in the 'Fiver' challenge, producing and selling their products in aid of their chosen charities. They work successfully together in groups when campaigning in mock elections and in a range of practical and written tasks as part of the Year 6 diploma. They collaborate with high levels of independence on the school magazine and on their team building residential trip. Pupils of all ages demonstrate a strong allegiance towards the school community and a willingness to get involved in shared activities outside the classroom, although opportunities for younger pupils to do so are less widely available.
- 3.21 Pupils have an excellent level of social awareness that is underpinned by a school wide commitment to helping others. Pupils of all ages act effectively as eco reps and school council members. Older pupils undertake meaningful roles as house captains, school captains, ICT, library and charity monitors, relishing opportunities to deliver assemblies and to promote events. They take pride in the means by which they have been able to instigate change, such as through the school council's involvement in changes to the school uniform and issues regarding perceived gender inequalities. Pupils feel their opinions are sought and listened to by council representatives in form time, and value the means by which school leaders seek and respond to their views. They understand the importance of their chosen

local charity which helps asylum seekers, and enjoy events which reflect the organisations supported, such as wearing green to raise money for sustainability causes. Pupils benefit from engaging with the local community when playing board games and drawing with patients in a local elderly community group or engaging in local community projects within the Junior Duke Award challenge, and they enjoy putting visitors of all ages at their ease when attending events in school.

## 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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Karen Williams	Reporting inspector
Mr Chris Manville	Deputy reporting inspector
Mr Gareth Davies	Compliance team inspector (Headmaster, IAPS school)
Mr Paul Leeming	Team inspector (Head of senior boys, GSA school)