Focused Compliance and Educational Quality Inspection Report

Milton Keynes Preparatory School

March 2023

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School's Details

School	Milton Keynes Preparatory School			
DfE number	826/6004			
Early Years registration number	EY284818			
Address	Milton Keynes Preparatory School Tattenhoe Lane Milton Keynes Buckinghamshire MK3 7EG			
Telephone number	01908 642111			
Email address	info@mkps.co.uk			
Headmaster	Mr Simon Driver			
Chair of governors	Mr David Pye			
Proprietor	Mrs Hilary Pauley			
Age range	0 to 11			
Number of pupils on roll	355			
	EYFS	139	**Pre-Prep**	65
	Prep	151		
Inspection dates	21 to 23 March 2023			

1. Background Information

About the school

1.1 Milton Keynes Preparatory School is an independent co-educational day school comprising three sections: a registered nursery unit for children aged under two, the pre-preparatory department for those aged from three to seven years, and a preparatory school for those in Years 3 to 6. It is managed by its proprietor and an advisory board of governors. Since the previous inspection the school has made additional appointments to its senior leadership team. It has extended its nursery accommodation and enhanced facilities including providing a new science laboratory, wellbeing room and a farm.

What the school seeks to do

1.2 The school aspires to create a happy environment in which children can extend their potential to the full. It seeks to develop academic excellence by providing the highest educational standards within a broad curriculum and by ensuring that all children participate in activities which they enjoy. It strives to emphasise social skills and teach children respect for other people and for themselves. It seeks to provide children with the best preparation for their senior school.

About the pupils

1.3 Pupils come from a range of culturally diverse backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified nine pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and communication and language difficulties, all of whom receive additional specialist help. A very small number of pupils has an education, health and care (EHC) plan. English is an additional language (EAL) for 33 pupils. Of these, two receive additional support from classroom and specialist teachers. The needs of more able children are supported by extended curricular tasks and further extra-curricular enrichment activities.

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2. Regulatory Compliance Inspection

Preface

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

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

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

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

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

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

Key findings

2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the 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. The quality and standards of the Early Years Foundation Stage

Overall effectiveness: the quality and standards of the early years provision

3.1 The overall effectiveness of the early years provision is outstanding.

3.2 The high-quality educational programmes are extremely well designed and implemented in order to meet each child's needs. The curriculum, with a strong focus on the prime areas of learning, is expertly extended by practitioners in line with each child's level of development. It is rigorously monitored and evaluated by leaders to understand fully the impact on a child's learning. High-quality resources enabling the children to be captivated and challenged are constantly refreshed throughout the day keeping children interested and motivated.

3.3 All children receive excellent care and learning experiences ensuring they build positive relationships, manage their own feelings well and are safe and happy. Practitioners are fully aware of the needs of each child and have robust systems in place to provide for specific concerns. Children are expertly provided with opportunities to become more independent, encouraging them to make their own choices and grow in confidence. This provision enables children to take appropriate risks to succeed and fosters high levels of self-esteem.

3.4 Excellent progress is made by all children in their learning and development relative to their starting points. They are extremely well prepared for the next stage of their education by highly caring and competent practitioners.

3.5 Children display high levels of personal and emotional security, consistently demonstrating that they feel extremely happy. Relationships formed between the children and their key persons are strong and positive.

3.6 Practitioners have a secure understanding of the importance of the setting's policies and procedures. The setting consistently meets the EYFS statutory requirements for safeguarding, welfare, learning and development through continuous training. All staff are fully up to date with current safeguarding and welfare requirements, for example safeguarding, food hygiene and paediatric first aid.

3.7 Requirements for children's safeguarding and welfare have been rigorously met and are monitored robustly by leaders and managers who are fully committed to ensuring the safety of each child.

Quality of education

3.8 The quality of education is outstanding.

3.9 The high-quality curriculum is designed to meet each child's needs and to ensure that activities provided are sufficiently challenging for the ages and needs of the children. The excellent weekly planning, specific to each room, is informed on a daily basis by the children's individual needs. Practitioners follow children's interests to enable a secure base for learning, and also introduce new activities for greater challenge. Highly stimulating activities are modified throughout the day to ensure that children are consistently engaged and motivated. Leaders monitor the curriculum intentions rigorously by reviewing planning and observing activities. There are no children who receive additional funding.

3.10 Practitioners spend valuable time with each child to understand what they know and can do. This enables them to be certain that learning is secure and that the excellent curriculum is appropriately demanding. Younger children are challenged to press buttons on a toy to open an egg, whilst others are encouraged to step into the outdoor area without support. The language-rich environment provides excellent opportunities for children to listen, babble and attempt their first words. Staff model enriched language using songs, stories and rhymes. Children enjoy mimicking reading as they independently turn the pages in a book.

3.11 Observations and half-termly reviews enable practitioners to be fully aware of the impact that the high-quality provision has on each child's learning. Next steps are precise, and practitioners take every opportunity to extend the children's learning. The challenging and enabling learning environment captivates learners and provides each child with excellent opportunities to build on previous knowledge. The family atmosphere, so very evident in the Nursery, enables each child to be prepared for the next stage in their learning and for future successes.

Behaviour and attitudes

3.12 Behaviour and attitudes are outstanding.

3.13 Children enthusiastically explore their environment. They self-select favourite toys and investigate less-familiar resources. Significant rotation of activities enables an extremely stimulating environment where children have uninterrupted time to play and explore. They engage willingly, becoming confident and robust learners. Children rotate wooden objects in different ways with increasing dexterity and, as they push each other along in a toy vehicle, they display success. Toys are hidden in bags causing intrigue and encouraging children to find out what is hidden. Practitioners generally wait before they intervene to allow children to demonstrate their independence.

3.14 Children are extremely active learners who show great enthusiasm and a strong desire to find out more. They are highly motivated, love to achieve and, when fully captivated, concentrate extremely well for extended periods, for example when painting with water. When trying to make music on a xylophone they persevere until the first note is sounded, enjoying their achievement. Their physical development increases as they jump with confidence on the trampoline, dance enthusiastically along to songs and persevere when climbing through tunnels.

3.15 Many excellent opportunities are provided for children to be creative thinkers. They develop their own ideas with great enthusiasm in the indoor environment. Different mark making tools, when using foam, provide children with opportunities to be inventive and choose their own way to explore. Problem-solving skills are developed when fitting dried pasta into a variety of tubes and children make their own decisions about which icing to use on their Mother's Day biscuits. However, opportunities for such skills to be extended are not always as abundant in the outdoor environment.

3.16 Practitioners and parents both understand the importance of routines and the need for prompt arrival at school. Practitioners spent quality time with parents of a new child as they arrived at nursery, demonstrating the value of this part of the day. This strong partnership between parents, practitioners and children encourages excellent habits for future learning and fosters the children's attendance.

Personal development

3.17 The personal development of children is outstanding.

3.18 Each child is highly valued and is extremely well known. The high-quality curriculum provision and excellent care practices ensure children build positive relationships. They show emotional security when they confidently respond to visitors with a wave. They are encouraged to use 'kind hands' and to treat others as they wish to be treated. Practitioners use emotion flashcards which encourage children to understand their own emotions.

3.19 Excellent opportunities are provided for children to develop greater independence. They are encouraged to make their own choices, effectively building confidence. They are supported in exploring less familiar activities, building resilience. They climb through a play tunnel whilst the key person peeps through, encouraging the child's tentative steps to become increasingly robust.

3.20 Practitioners demonstrate a high level of commitment as they continuously provide support and challenge. This enables children to take risks to succeed such as when those less steady on their feet attempt to stand and clap at the same time. Well-planned activities provide opportunities for children

to master physical challenges, for example climbing apparatus and getting in and out of the ride-on car.

3.21 Well-established systems enable familiarity and security, ensuring strong attachments. The key persons' responses are especially warm and supportive when children need extra reassurance. Practitioners celebrate all achievements, ensuring children feel highly valued, which increases self-esteem. Secure attachments are an intrinsic part of the setting's culture.

3.22 Allergy needs are extremely well catered for, ensuring a high level of safety for all children. Children gain an excellent understanding of the need to be careful and are supported well as they learn about being safe; for example, the need to wash hands before eating and to walk carefully when carrying a heavy toy. Children are physically active learners who enjoy time exploring the outdoors.

3.23 Practitioners have a secure knowledge of the importance of the setting's policies and procedures. The setting consistently meets the EYFS statutory requirements for safeguarding and welfare through continuous training, for example, in safeguarding, food hygiene and paediatric first aid.

3.24 Hygiene practices are implemented very effectively in every room and meet the personal and welfare needs of each child, ensuring their safety. Children increase in independence as they try to manage their own personal needs, for example putting on their own coats and using cutlery.

3.25 Children learn important values in nursery and are extremely respectful and tolerant of each other. Staff model behaviour that encourages caring, sharing and making decisions. The highly diverse community in Nursery enables all children and adults to be accepted and valued. Children enjoy learning about different customs and playing with dolls of different ethnicities and disabilities. These excellent attitudes and activities prepare children well for life in modern Britain.

Leadership and management

3.26 Leadership and management are outstanding.

3.27 The Head of EYFS is extremely aware of the needs within the Nursery and has a very comprehensive development plan in place. She recognises the need for all staff to contribute to such plans. Her vision is to build firmly on the current excellent care and learning opportunities. Policies, practice and values are shared by leaders and managers who are fully committed to the ambitious vision for future development.

3.28 Professional development, when translated into improvements in the children's learning, has a very positive impact on outcomes. For example, after attending a course about enabling environments, practitioners made changes that provided greater outdoor learning opportunities.

3.29 Regular high-quality supervision meetings ensure all staff are extremely well cared for in their roles. All practitioners feel that their concerns are heard and greatly appreciate this high level of support.

3.30 Leaders work extremely closely with practitioners to ensure that each child is appropriately supported and receives high-quality care and education. Clear systems are in place should there be concerns about a child and support from outside agencies is valued.

3.31 Positive relationships between leaders and children, parents and local services provide children with the support they need. The school has an open-door policy where parents' views are highly valued. Questionnaire responses show a very large majority of parents believe that their concerns are responded to promptly and that the information they receive about their child's progress is helpful.

3.32 The recommendation from the previous inspection to review information for parents about their child's learning has resulted in a stronger focus on communication. This now includes parent consultation meetings twice a year and a greater use of the online learning journal. These both provide parents with excellent information about how their child is progressing.

3.33 The governors recognise the value of the nursery provision and meet with leaders to understand its needs. Staff know governors and the head of the EYFS sits on the board, creating strong links between both.

3.34 Leaders fulfil their statutory duties rigorously, for example, under the Equality Act 2010, and in relation to the Prevent strategy, safeguarding and safer recruitment.

Compliance with statutory requirements

3.35 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Recommendation for further improvement

The school is advised to make the following improvement to its provision for children in the early years.

- Provide a greater variety of open-ended outdoor activities to further enable children to develop their own ideas and extend their creative and critical thinking skills.

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. Where the school's own names differ from those used nationally, the details are given in the table below:

School name	*National Curriculum name*
Class 3 and Class 4	Nursery
Class 5	Reception
Class6	Year 1
Class 7	Year 2
Class 8	Year 3
Class 9	Year 4
Class 10	Year 5
Class 11	Year 6

Key findings

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

- Pupils exhibit highly positive attitudes towards their learning.
- Pupils show an excellent ability to work collaboratively.
- Pupils are highly confident when speaking in public.
- Pupils achieve an excellent level of success in activities beyond the classroom.

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

- Pupils exhibit a mature self-confidence.
- Pupils take responsibility for their actions, resulting in excellent behaviour overall.
- Pupils have a very highly developed capacity for awe and wonder in the natural world.
- Pupils display outstanding care and respect towards those from different backgrounds.

Recommendation

4.3 The school is advised to make the following improvements.

- Enhance pupils' study skills by developing their higher order thinking skills such as reasoning and evaluation.

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 excellent attitudes to learning. They work highly effectively in groups and exhibit high levels of interest and focus in their work. Pupils in Reception demonstrated excellent attitudes and independence as they checked their own behaviour when on the carpet to ensure 'Good sitting, good looking and ears listening'. Pupils across the age range work highly effectively. For example, Nursery pupils exhibited a strong desire to be independent as they put on their coat and attempted to do up their zip. Pupils' willingness to take turns and their excellent responses to the suggestions of others were key features of a well-planned Year 6 team building activity. Here, pupils displayed excellent collaboration between mixed groups of male and female pupils when discussing the problems encountered whilst creating spaghetti towers.

4.6 Pupils' knowledge, skills and understanding across their broad curriculum is excellent. The school meets its aim to develop academic excellence by providing the highest educational standards within a broad curriculum and by ensuring that all children participate in activities which they enjoy. For example, in a Year 4 French lesson, pupils demonstrated excellent understanding of how to express in French what they had in their pencil cases, with well-developed accents and use of the correct masculine or feminine articles. Pupils in the Nursery displayed excellent fine motor skills when colour mixing, building models, and whilst washing the class vehicles. In many lessons, the expertise and passion of teachers is a contributory factor in pupils' achievements.

4.7 Pupils enjoy an excellent level of academic and other successes. In the pre-inspection questionnaire, the overwhelming majority of parents expressed their agreement that the school provides a suitable range of extra-curricular activities. Pupils clearly benefit from the opportunities provided within these along with the commitment of their staff. For example, large numbers of older pupils enjoyed success in the recent Primary Maths Challenge, with some achieving in the top band nationally. Some enjoyed further success when competing in the Junior Maths Challenge aimed at senior school pupils. Pupils achieve strong levels of success in the arts. Many achieve music grades beyond expectations for their age and benefit from opportunities to perform in assemblies and lunchtime recitals. Pupils have successfully exhibited artwork at local arts festivals and enjoyed success in the IAPS art competition. Pupils enjoy particular success in sporting endeavours. Teams from the school have recently been IAPS hockey finalists, county cricket and gymnastics winners, national IAPS badminton winners and Independent Schools' Football Association national finalists. Significant successes have been achieved also in rugby and in both boys' and girls' cricket competitions. A number of pupils have achieved county representation in their chosen sport.

4.8 The overall attainment and progress of pupils are good. Assessment data provided by the school show that in standardised tests, attainment is above average compared to those sitting the same tests nationally. In 2022 the vast majority of children in the EYFS reached the expected levels of development by the end of Reception. Pupils with SEND typically attain very well, and more able pupils achieve well above average due to the frequent provision of individualised lessons. Progress for all groups of pupils is at least good and sometimes rapid in relation to those of similar ability, due to the careful monitoring by, and support of, their teachers. Across the school, any pupils who are not making their expected progress, as identified by test data analysis, receive targeted individual support so that they quickly catch up with their peers. Pupils achieve strong success in senior school entrance exams with a significant proportion passing 11+ entrance examinations to local grammar schools. A number earn scholarships at local senior schools for academic, sporting or musical strengths. An overwhelming majority of parents who responded to the pre-inspection questionnaire agreed that teaching enables their child to make progress. The school meets its aim to create a happy environment in which children can extend their potential to the full.

4.9 Pupils display excellent communication skills. They are highly confident when speaking aloud to peers or adults. For example, whilst speaking in assembly, prep pupils of various ages spoke with

accomplished volume, fluency and clarity about why they had received awards certificates, or read match reports. Their peers listened intently and politely. Pupils' reading is frequently fluent and expressive and demonstrates strong understanding. Handwriting is of a high standard and writing from older pupils makes good use of adventurous adjectives and sentence openers, for example, in descriptive writing about fantasy characters in Year 5. Pupils utilise sophisticated vocabulary across a range of subjects. For example, in the study of the theme of rocks, Year 3 were confident in the use of the terms sedimentary, metamorphic and igneous when discussing rock formation.

4.10 Pupils demonstrate strong numeracy skills. Nursery children recognised that a triangle has three sides and three corners as they discussed the shape of an owl's beak. Daily focus on routines and the order of the names on the register enable them to understand patterns and sequencing. When faced with a 'broken calculator' scenario and trying to create the nominated number, prep pupils quickly used their excellent mental arithmetic skills to arrive at an appropriate answer. They understood that other solutions were possible and why, and their responses were rapid and logical. Pupils apply their numeracy skills very successfully across the curriculum, for example, in measuring and graphing in science and geography, or in engineering and design lessons for measurements when perspective drawing. Pupils are effectively supported in the acquisition of numeracy skills by the provision of varying levels of challenge by their teachers.

4.11 Pupils develop an excellent competence in information and communication technology (ICT) skills and apply these well across the curriculum. They are accomplished coders and show a strong grasp of productivity tools such as word processing and presentation software. Pupils effectively utilise their skills in research and to communicate. For example, children in Nursery demonstrated their developing skills when making computer generated self-portraits. Year 5 pupils integrated the use of ICT into their geography work when they created a film based upon their own scripts, about the importance of recycling batteries. Pupils' skills are enhanced by the generous provision of ICT equipment at school and staff with appropriate expertise.

4.12 Pupils exhibit good study skills. They readily draw from a range of sources beyond their teacher, such as dictionaries or search engines. Pupils can think for themselves and analyse information. For example, pupils in Year 6 faced with a moral dilemma scenario in their religious education (RE) lesson, quickly discerned what the options were and effectively distilled the merits of the various approaches which might be taken. Whilst at the farm, Year 2 pupils demonstrated a strong ability to hypothesise and worked well together to find the answer, as they were challenged to analyse the different growing conditions inside and outside the polytunnels. They discussed between themselves and agreed that inside gave warmth and light to the plants. However, opportunities for pupils to extend their independent and higher order thinking are not universally embedded and pupils are not always challenged to show what they know or are thinking.

The quality of the pupils' personal development

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

4.14 Pupils exhibit an excellent moral understanding and consistently make appropriate behaviour choices. They respond well to a climate of positive behaviour management, enjoying a range of awards and respecting the school rules and sanctions. Pupils demonstrate excellent manners, and these are modelled by older pupils to younger pupils and by the staff to all pupils. Nursery children recognise the importance of class rules as they work together extremely well to tidy up. They appreciated well their responsibility to the rest of the class. In the questionnaire, all pupils agreed that the school expects pupils to behave well. This was echoed by the vast majority of parents who agreed that the school actively promotes good behaviour. Pupils reported that there is a culture of consideration towards others borne out of the school motto of 'Care' and how it teaches them to respect others and treat everyone equally.

4.15 Pupils enjoy an excellent level of social development. They work together on committees, in activities and in house groups to great effect. In their questionnaire, the vast majority of parents believe that the school helps their child to develop strong teamwork and social skills. This was illustrated in an assembly seen by inspectors where house representatives reported on the successes of a recent house event in which a variety of age groups had worked together, with the oldest pupils assisting their younger teammates. Younger children work and play together highly effectively, as illustrated in Reception where groups showed excellent collaborative skills as they put together a large floor puzzle to make a road. They used their emerging problem-solving skills and talked together about the need to share and work together. Year 6 pupils demonstrate a very high capacity for collaboration as they work together on a variety of initiatives, such as charity events and activity days. Their skills are developed through scheduled team building sessions, which are part of their curriculum following a recent review of provision by the school's leadership.

4.16 Pupils make an excellent contribution to others, the school and the community. They respond admirably to the challenges of positions of responsibility within school. In addition to their roles on the pupil-led school committees, a number of pupils fulfil other such roles across the school. Senior pupils hold posts such as head of school or undertake early morning duties. Others act as wellbeing ambassadors and, during lunch, pupils on duty support the efficiency of the catering routines. All responsibilities are taken seriously and are highly valued by pupils and staff alike. Pupils make an excellent contribution to the local community. For example, they initiate charity fundraising events for several national and local charities and have sung for residents of local care homes. A special bond is formed through Year 6 pupils regularly reading to Year 2 buddies before school. In discussion, pupils believe they have an excellent range of opportunities to serve their school, the local and wider community.

4.17 Pupils exhibit an excellent level of respect for diversity and show strong cultural understanding. In the questionnaire the overwhelming majority of parents stated that the school actively promotes values such as respect and tolerance of other people. Pupils show an excellent understanding of the importance of diversity and this is developed through such activities as enjoying guest speakers from other cultures and those with protected characteristics and exploring the key festivals of different faiths. In one RE lesson observed, pupils were invited to speak to their classmates about a significant faith festival and their family's experience of it. Their classmates listened with great respect and asked appropriate questions to add to their knowledge. Respectful, tolerant attitudes were evident in a Year 6 history lesson where inspectors observed an excellent discussion about attitudes towards women in the 1950s which limited their opportunities as against those open to men. Positive and tolerant attitudes are fostered in the EYFS, where pupils of all backgrounds and genders play harmoniously.

4.18 Pupils have an innate appreciation of the non-material aspects of life. They eagerly engage in opportunities to learn about other religions and exhibit the maturity to participate in discussions about some of life's big questions, such as 'Do you have to be religious to lead a good life?'. They experience heightened moments of awe and wonder in a variety of activities in which they participate, many centred around experiences at the school farm. There was great excitement there when pupils spotted a deer on a camera trap set up following an investigation into different animal tracks left in the snow. Year 2 showed commendable respect and a sense of awe as they spotted a rabbit amongst their crops and a palpable sense of delight flowed through another group as pupils were allowed to handle newly hatched chicks. Pupils respond well to aesthetic stimuli as seen in the joyful singing in a pre-prep assembly or in Year 6 pupils engaging passionately when describing their response to art works seen on a recent trip to the National Gallery.

4.19 Pupils display excellent levels of self-confidence and self-esteem as illustrated in a musical rehearsal where pupils were at ease playing or singing solos. They display strong levels of self-knowledge for their age as described by a senior pupil who described his journey to overcome nervousness before his first refereeing experience with younger pupils as part of the school's sports leader programme. Pupils are highly self-disciplined. For example, a number use the early care provision to work well as

independent learners. Pupils were observed purposefully completing online tasks to develop times table skills or enjoying quiet reading. In their questionnaire responses, the overwhelming majority of parents believe that the school helps their child to be confident and independent and this view is supported by inspectors. Pupils understand how to improve their work due to the marking and feedback provided by their teachers and senior pupils report that they feel prepared for their senior schools.

4.20 Pupils exhibit an excellent capacity for decision-making founded in a wide variety of opportunities provided by their curriculum and staff. Practice for this begins in the EYFS where the younger children make excellent choices about behaviour and their selection of activities. In an engineering and design lesson, Year 5 pupils undertook independent research on their tablet devices into different types of bridges when tackling a group challenge to span a thirty centimetre gap. They learnt a great deal from the successes and failures in their decision making. Older pupils displayed sophisticated decision-making skills in their handling of recycled material to make compost from the school fruit and vegetable waste, to use at the farm. They fully understood the future impact of failing to recycle. Pupils apply their skills in activities beyond the classroom. Members of the school council showed mature decision-making skills during a discussion about how they had allocated a budget for playground materials and the house captains spoke persuasively about how they make decisions whilst organising charity events.

4.21 Pupils have an excellent understanding of how to stay safe and healthy. They demonstrate a comprehensive awareness of how to stay safe online. Pupils exhibit a well-developed understanding of the pitfalls to be found when using social media or when online gaming. Regular guidance provided by their teachers and external speakers helps them. They are highly confident in raising concerns with members of staff and respect the role of their peer wellbeing ambassadors. They strongly feel the support they receive is effective. Pupils display a highly-developed knowledge of how to support their physical health and enjoy the benefits of a comprehensive sports programme. Their effective understanding is supplemented by lessons in healthy eating and access to healthy food choices. The younger pupils bring their own snack and can persuasively articulate the benefits of choosing the healthy options. Pupils exhibit a sophisticated understanding concerning the importance of their wellbeing. The successful promotion of this, exemplified by mindfulness activities at the school farm and the recent provision of a wellbeing room, is the result of recent initiatives by the school's leadership.

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 proprietor and chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form times and 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 Robert Lilley	Reporting inspector
Mr Patrick Wenham	Compliance team inspector (Former head, IAPS school)
Mrs Penelope Kirk	Team inspector (Former head, IAPS school)
Mrs Louise Orton	Team inspector (Deputy head, GSA school)
Mrs Angela Russell	Co-ordinating inspector for early years (Former head of pre-prep, IAPS school)
Mrs Joanne Kay	Team inspector for early years (Class teacher, IAPS school)