



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**St Francis School, Pewsey**

**March 2022**

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### School's Details

<b>School</b>	St Francis School		
<b>DfE number</b>	865/6010		
<b>Early Years registration number</b>	EY403289		
<b>Registered charity number</b>	298522		
<b>Address</b>	St Francis School Pewsey Wiltshire SN9 5NT		
<b>Telephone number</b>	01672 563228		
<b>Email address</b>	schooloffice@st-francis.wilts.sch.uk		
<b>Headmaster</b>	Mr David Lee		
<b>Chair of governors</b>	Mr Philip Humphries-Cuff		
<b>Age range</b>	0 to 13		
<b>Number of pupils on roll</b>	167		
	<b>EYFS</b>	34	<b>Pre-Prep</b> 35
	<b>Prep</b>	98	
<b>Inspection dates</b>	15 to 18 March 2022		

## 1. Background Information

### About the school

- 1.1 St Francis School is an independent co-educational day school. Founded in 1941, the school moved to its current large rural site in 1984. It comprises a nursery, reception, pre-preparatory, junior and secondary preparatory departments. The school became a charitable trust in 1990 and is overseen by a board of governors on behalf of the Hayfran Trust. The new headmaster recently assumed his responsibilities at the start of the Spring Term 2022. This inspection, conducted by ISI, does not include the registered nursery for children up to two years of age, which is currently inspected by Ofsted.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### What the school seeks to do

- 1.3 The school aims to nurture and value all pupils within an inclusive family-friendly ethos. It seeks for pupils to thrive within a safe, secure and happy environment. The school strives to provide a breadth and depth of educational and co-curricular experiences so that pupils develop their skills of collaboration, leadership, independence, challenge and kindness to support them in preparing for their future lives in an ever-changing world.

### About the pupils

- 1.4 Most pupils live within a twenty-mile radius of the school and come from a range of different backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils on entry is above the average for those taking the same tests nationally, with some pupils below the average for the test and some pupils well above. The school has identified 45 pupils as having special educational needs, 34 of whom receive additional specialist support. One pupil in the school has an education, health and care (EHC) plan. No pupils have English as an additional language (EAL). The needs of the more able are addressed by providing extension work within the classroom and through access to specialist coaches and facilities.

## 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.

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 does not meet all of the required 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 should take immediate action to remedy deficiencies as detailed below.**

### **PART 1 – Quality of education provided**

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education in the preparatory section of the school and relationships and sex education in the senior preparatory section of the school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 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 The school has a suitable behaviour policy in place. 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 a disability plan is in place.
- 2.9 The school's safeguarding policy was updated satisfactorily during the inspection. However, appropriate safeguarding training is not consistently in place for the designated safeguarding leads, staff and governors, with the result that staff are not always clear about safeguarding requirements.
- 2.10 The recording of information relating to pupils' behaviour is not categorised clearly enough to indicate safeguarding concerns including child-on-child abuse and sexual harassment. Consequently, some incidents have not been managed in line with statutory guidance.
- 2.11 Safeguarding records have not always been passed on appropriately to the next school. The inefficient storage of records in different places prevents senior leaders and governors from collating information to produce an effective overview of incidents or concerns and to identify patterns.
- 2.12 The school has not always carried out checks of the barred list when criminal records (DBS) checks were delayed or, when appropriate, the list of those prohibited from teaching and those disqualified from childcare. Barred list checks and checks for disqualification from childcare were carried out retrospectively following recent monitoring by the school. Prohibition checks that were outstanding were completed during inspection.
- 2.13 Appropriate referral to the Designated Officer for Allegations (DOFA) has not been made.

- 2.14 Although the school uses a suitable annual review of safeguarding provided by the local authority, appropriate monitoring of safeguarding is not in place.
- 2.15 Suitable risk assessments are in place for premises and educational visits. However, there is insufficient strategic overview of risk assessment, including a risk-based approach to pupil welfare and safeguarding.
- 2.16 The standards relating to welfare, health and safety in paragraphs 10-15, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but those in paragraphs 7 [safeguarding], 9 [behaviour] and 16 [risk assessment] are not met.**

### **Action point 1**

The school must ensure that safeguarding concerns regarding staff are referred promptly to the appropriate external agency [paragraph 7(a) and (b); EYFS 3.4, 3.5 and 3.7].

### **Action point 2**

The school must ensure that behavioural incidents are categorised appropriately including child-on-child abuse and sexual harassment, and that these are managed effectively in accordance with statutory requirements [paragraph 7(a) and (b); paragraph 9(b) and (c); EYFS 3.4 and 3.7].

### **Action point 3**

The school must maintain safeguarding records in line with the requirements of current statutory guidance and ensure that these are passed on, as required, to a pupil's next school [paragraph 7(a) and (b); EYFS 3.4 and 3.7].

### **Action point 4**

The school must put in place effective safeguarding training which enables governors, leaders and staff to understand and implement consistently the requirements of current statutory guidance [paragraph 7(a) and (b); EYFS 3.6 and 3.21].

### **Action point 5**

The school must ensure that, when appropriate, it carries out checks of the barred list, the lists of those prohibited from teaching and for disqualification from childcare before staff commence working at the school [paragraph 7(a) and (b); EYFS 3.4, 3.7, 3.9 and 3.14].

### **Action point 6**

The proprietors must ensure rigorous monitoring of safeguarding is implemented [paragraph 7(a) and (b); EYFS 3.4 and 3.7].

### **Action point 7**

The school must ensure that there is a strategic overview of risk including risk assessment of pupils' welfare and safeguarding [paragraph 16(a) and (b); EYFS 3.65].

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

- 2.17 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors.

- 2.18 Since the previous inspection, it has not recorded these accurately on the single central register (SCR). The school recognised these omissions and had taken extensive action, which was continued during the inspection, in order that the SCR was accurate.
- 2.19 **The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18, 19 and 20 are met, but those in paragraph 21 are not met.**

### Action point 8

**The school must ensure that all the required recruitment checks on staff are recorded accurately on the single central register of recruitment [paragraph 21(3)(a)(ii) and 21(3)(b); EYFS 3.9].**

## PART 5 – Premises of and accommodation at schools

- 2.20 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.
- 2.21 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## PART 6 – Provision of information

- 2.22 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.
- 2.23 **The standard relating to the provision of information [paragraph 32] is met.**

## PART 7 – Manner in which complaints are handled

- 2.24 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.
- 2.25 **The standard relating to the handling of complaints [paragraph 33] is met.**

## PART 8 – Quality of leadership in and management of schools

- 2.26 The proprietor does not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.
- 2.27 Recently appointed governors have undergone appropriate training on the statutory and regulatory requirements, including those for safeguarding. However, there is inadequate monitoring of the school's policies and procedures in order to ensure that the standards are met.

**2.28 The standard relating to leadership and management of the school in paragraph 34 is not met.**

**Action point 9**

**The proprietor must ensure that leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the standards are met consistently, and they actively promote the well-being of the pupils [paragraph 34(1)(a), (b) and (c)].**

### 3. Educational Quality Inspection

#### Preface

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

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

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

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

#### Key findings

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

- By the end of Year 8, most pupils attain above the national average in English and mathematics compared to the national standardised score for the tests, which is in line with their ability.
- The needs of pupils with SEND are not always accurately identified and met so that some pupils do not attain age-related norms or in line with their ability.
- Most pupils develop good knowledge, skills and understanding in literacy, numeracy and across the curriculum.
- Pupils develop good study skills. They display an excellent attitude to learning.

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

- Pupils demonstrate excellent levels of self-understanding for their age. They are respectful, self-reflective and able to evaluate their strengths and areas for development.
- Pupils demonstrate excellent appreciation of the non-material aspects of life. They show a mature appreciation of poetry, art and music and the beauty of nature.
- Throughout the school pupils have excellent levels of social development. They form positive relationships with each other, collaborating effectively in achieving common goals and solving problems.
- Pupils develop strong leadership skills particularly through assuming leadership opportunities including being form captains, counsellors and sports captains.

#### Recommendations

3.3 The school should make the following improvements.

- Enable all pupils with SEND to achieve at least in line with their abilities by ensuring their needs are identified and met appropriately.
- Raise pupils' achievement further through the effective use of assessment and tracking data at each transition stage of the school.

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

3.4 The quality of the pupils' academic and other achievements is good.

3.5 Pupils' achievement is supported by the school's aim to provide a breadth and depth of educational and co-curricular experiences. Newly appointed leaders and governors are strongly committed to the

values and aims of the school and to raising achievement in all areas. Most parents who responded to the pre-inspection questionnaire stated that the range of subjects and extra-curricular activities the school provides is suitable. Pupils have achieved considerable success in the creative arts and in sports. For example, when submitting art to the Devizes Eisteddfod, in LAMDA examinations where they gain a number of distinctions, in ABRSM examinations up to grade seven and in county cricket, athletics and swimming. The efforts and success of all pupils are celebrated which encourages them to engage in a wide range of activities that are additional to the curriculum.

- 3.6 Data, lesson observations and work scrutiny indicate that pupils' achievement is good overall, with some excellent examples of pupils working at a high level. By the end of Year 8, most pupils attain above the national average in English and mathematics compared to the national standardised score for the test, which is in line with their ability. The school has put effective systems in place to track individual progress and is beginning to collate and interpret these data robustly in order to implement interventions to raise further pupil attainment throughout the school. The needs of pupils with SEND are not always accurately identified and met so that some pupils do not attain age-related norms or in line with their ability. Teacher assessments in the EYFS indicate that most children meet expected levels of development before the end of Reception. They make excellent progress across all areas of learning and are well-prepared for the next stage of learning. This is because children are provided with a wide range of suitable play opportunities indoors and outside and are supported by staff who understand child development and the individual needs of the children in their care. Most pupils achieve offers to the school of their choice because the school effectively prepares them for entrance requirements and supports parents in the application process.
- 3.7 Most pupils develop good knowledge, skills and understanding across the curriculum. During discussions they spoke proudly about their work in a wide range of subjects. They said that teachers support and challenge them to learn and do their best. They felt that their learning is particularly improved by having access to a wide range of resources including technology, and the way teachers mark their work indicating what they have done well and what they need to do next. Throughout the school pupils were observed using information and communication technology (ICT) effectively to enhance their learning across the curriculum. Most pupils have developed high-level ICT skills including coding, word processing and robotics. Older pupils proudly demonstrated a complex model that they had built using coding to make it move. Younger pupils effectively created formulae within spreadsheets to calculate individual and total costs of journeys.
- 3.8 Pupils develop good scientific skills including observation, classification, measuring and predicting. For example, older pupils successfully identified a dependent variable when conducting an experiment on the factors that lead to the growth of mould. In history, most pupils demonstrate an understanding of chronology and the impact of significant events on humanity through a range of historical topics. For example, during their study of Victorian inventions pupils effectively considered the relevance of Victorian inventions within the context of modern times. Pupils demonstrate good geographical understanding of physical, human and environmental geography. From an early age, they develop mapping skills, as exemplified in the EYFS when children located different species of bear on a world map. Older pupils used their knowledge of weathering to conduct a survey of their own school, creating independently detailed, high-quality presentations which included their own photographs and descriptions. As they move through the school, pupils develop excellent knowledge and understanding of music including the use of musical terminology, composition and performance. The many musical opportunities provided from Nursery inspire pupils to participate in choirs, music club, orchestra, music scholarship club and internal and external competitions. The large majority of pupils in the school study at least one musical instrument including drums, guitar, brass, singing, violin, viola, cello, piano, flute, clarinet, saxophone and recorder. Pre-prep pupils were observed applying their musical knowledge to a high level, confidently using correct musical terminology such as tempo, pitch and duration. They sang enthusiastically a medley of songs from memory, using a comprehensive range of vocal skills including pitch and volume combined with complex and fast actions.

- 3.9 From an early age, pupils use a range of tools and materials to produce excellent work in art and design. Their original work is displayed throughout the school which inspires pupils to explore the subject further. During discussions, pupils showcased a range of excellent drawings demonstrating use of shade, tone and texture to create depth. Art is used effectively across the curriculum to enhance pupils' knowledge, skills and understanding. For example, as part of their study of *Lord of the Flies*, pupils enhanced their understanding of the text when making a conch shell and producing a poster publicising a forthcoming production. Pupils' physical development is good as a result of accessing opportunities within and beyond the curriculum including football, netball, rugby, swimming and hockey. During discussions pupils stated that they would like more opportunities for both male and female pupils to access a range of sports. Inspectors concurred with these views expressed by pupils.
- 3.10 Pupils develop good speaking and listening skills including when learning French from Nursery and Spanish and Latin as they move through the preparatory school. Most listen and respond respectfully to adults and their peers, expressing themselves confidently using a wide range of vocabulary. They participate confidently in presentations, assemblies and class discussions. The majority of children in the EYFS and pre-prep apply their phonic knowledge effectively to decode words when reading from a range of fiction and non-fiction books. Although pupils read to adults on an individual basis several times a week, some children in the EYFS and younger pupils in the pre-prep make less progress in literacy as they do not always receive the support that they need to address their developmental or special needs. During discussions with inspectors, pupils were articulate, listened attentively to each other and encouraged everyone in the group to contribute. By the time they leave the school most pupils read confidently, appreciating a wide range of literature. During discussions, older pupils said that they enjoy reading daily and value the challenge of reading books with more complicated language, characterisation and plot. For example, as a group they have read, understood and enjoyed *The Woman in Black*. By Year 8, most pupils write fluently for a variety of purposes. They plan their writing effectively and use appropriate grammar, spelling and punctuation. Creative writing seen during the work scrutiny was of a high level including the use of alliteration and onomatopoeia.
- 3.11 As they move through the school pupils develop good knowledge and skills in mathematics. Most children in the EYFS recognise numbers up to 10 and can count and do simple calculations using equipment with confidence. Through play with a variety of materials including sand and water, they develop the skills needed to understand time, measure and shape. The majority of older pupils develop strong mathematical knowledge and skills, calculating confidently using the four rules of number and applying their knowledge when problem-solving. For example, they used a range of challenging computer programs requiring rapid calculation and application of knowledge and when enlarging shapes used negative scale factors. The implementation of a new mathematics scheme covering all aspects of mathematics with a focus on understanding and practical application has raised attainment in mathematics across the school. Some pupils are still less secure in the wider aspects of mathematics including time, measure and shape, which impacts their progress and attainment, particularly when problem solving.
- 3.12 Pupils develop good study skills so that by the time they reach the upper part of the school they use these skills effectively to draw knowledge from a range of sources, hypothesise and synthesise information and apply their knowledge to new situations. They are creative and persistent in finding solutions to problems; for example, undertaking independent research exemplifying reflective and balanced judgements about the British Empire in India in the light of modern principles of equality and justice. During discussions with inspectors, pupils explained clearly how they had developed their project portfolios when producing a model fairground ride. They had drawn upon a wide range of historical, scientific and technical sources in order to produce, adapt and evaluate their working models.
- 3.13 Pupils display an excellent attitude to learning and there is a positive ethos which is fostered by enthusiastic and caring staff who model mutual respect. The high quality of relationships between pupils and staff and between pupils themselves contribute strongly to this achievement. Throughout

the school, there is a focus on learning where pupils work effectively as individuals and collaboratively in pairs and groups. During discussions, pupils gave inspectors a quote that they found to be helpful when summarising their attitudes to learning: 'Hard work beats talent if talent fails to work hard'.

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

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Excellent personal development is supported by the school's aim to nurture and value all pupils within an inclusive family-friendly ethos. Responses to the parental questionnaires were overwhelmingly positive with regard to all aspects of their children's personal development. Leadership and governance have strongly supported the implementation of a new personal social, emotional and health education (PSHE) scheme across the school, which encompasses relationships and sex education, and the school's *CLICK* values of collaboration, leadership, independence, challenge and kindness. Wide-ranging discussions with pupils throughout the school indicate that this approach to PSHE has had great impact on pupils' personal development. It has given them a clear framework and vocabulary to build upon as they explore and develop their values, beliefs and behaviour.
- 3.16 During discussions, pupils demonstrated excellent levels of self-understanding for their age. They are self-reflective and able to evaluate their strengths and areas for development. They refer strongly to how their learning for life lessons support them in understanding emotions and how to develop resilience and self-esteem. They are self-confident, persistent and adapt easily to change and new situations. For example, during discussions, older pupils stated how they understood a fictional character's feelings of leaving what he knew to move somewhere different because they had experienced these feelings when relocating from London. Pupils are self-disciplined, welcoming new challenges as an opportunity to extend their learning. They expressed great appreciation for the way teachers support them in their preparations for their next school. They stated that they feel well-prepared academically and personally for their next steps.
- 3.17 Pupils are encouraged to make positive choices and decisions. In the EYFS, children choose confidently from a wide range of activities that have been carefully prepared based on their interests. For example, a dinosaur swamp in the water tray and a bear cave in the role play area. Across the curriculum pupils are provided with choices and make decisions about the level of challenge they want to undertake and areas for personal study. For example, older pupils were given the freedom to explore linked areas of interest such as disease prevention when studying microbes. Older pupils make high-level decisions about selecting their individualised projects, for example, a project on the implications of non-refundable tokens.
- 3.18 Pupils show excellent appreciation of the non-material aspects of life. They spoke strongly about the importance of the St Francis value of kindness, including the way in which they support a school in Uganda. They demonstrate a mature appreciation of poetry, art and music and the beauty of nature that they experience when learning forest skills and exploring freely in the school's extensive grounds. During discussions, pupils gave examples of experiences that enable them to think beyond the physical such as when they attended the leavers assembly held in the school grounds. Pupils stated that being close to nature enabled them to reflect on their time at St Francis and their next steps.
- 3.19 The vast majority of pupils exhibit a mature understanding of right and wrong and the importance of self-discipline. In their responses to the questionnaire, all pupils who responded stated that pupils are kind and respect each other. They also agreed that the school expects them to behave well and sorts out any inappropriate behaviour. In a history lesson, pupils demonstrated deep understanding of the impact of propaganda used during World War 2 and how this relates to current global conflicts. During discussions, pupils of all ages demonstrated that they understand and support the St Francis framework. They spoke with exceptional understanding of the importance of showing tolerance, respect, honesty, kindness, helpfulness, fairness, doing your best and forgiveness. They stated strongly that the school rules should be adhered to by everyone, and that rewards and sanctions are fair. They

were clear that bullying is not tolerated and that recently introduced programmes to support relationships have helped them to understand the impact of their behaviours on others. They concluded that it is important to take responsibility for their own behaviour.

- 3.20 Throughout the school, pupils have excellent levels of social development. They form positive relationships with each other collaborating effectively in achieving common goals and solving problems. In the EYFS, children play collaboratively using the wide range of resources carefully planned to increase their social interactions. For example, they use effectively attractive and inviting spaces to enjoy discussions about books and small world resources. During discussion with inspectors, pupils efficiently organised themselves into groups and collaborated well with each other when discussing their work and school life. They spoke maturely about being open to each other's feelings and thoughts, listening respectfully to each other and ensuring that everyone in their group was included and had the opportunity to contribute.
- 3.21 Pupils develop strong leadership skills particularly through assuming leadership opportunities including being form captains, counsellors and sports captains. They participate effectively in the school council and are instigating positive change within the school including games provision and school uniform. During discussions with inspectors, pupils stated strongly the importance of being positive role models for younger pupils. Pupils appreciate the circumstances of those less fortunate than themselves and willingly take part in activities that benefit others, within school and beyond. During the inspection senior pupils effectively organised a charity event to raise funds for Ukraine and for Comic Relief. In discussions, they demonstrated mature understanding of why these causes were important and the difference that their contributions could make.
- 3.22 Throughout the school, pupils are highly respectful of each other. All pupils who responded to the pre-inspection questionnaire stated that pupils treat each other with kindness and respect. During discussions, pupils demonstrated understanding of the meaning of equality and the importance of respecting difference, including race, religion, culture, disability and belief. They stated sincerely that 'Nobody is better than somebody else'. Younger pupils understand the importance of learning about and respecting other cultures through celebrating a variety of festivals and traditions linked to the experiences of families within the school. For example, in an EYFS role play area, children had contributed to a Chinese restaurant including real menus and Chinese characters that they had painted with great accuracy. In a pre-prep display pupils demonstrated mature understanding that there are different types of families.
- 3.23 Most pupils understand how to keep themselves safe including online. They know not to give personal details and to tell an adult if they receive a communication from someone they do not know or messages that may be abusive. During discussions, pupils demonstrated excellent understanding of how to be physically and mentally healthy, particularly in terms of diet, exercise, sleep and a balanced lifestyle. They demonstrated strong understanding of who trusted adults are and that they could speak to their teachers and share concerns through their *Talk Books*. Pupils throughout the school said that they enjoy school meals and snacks and are encouraged by staff to eat a balanced meal. They spoke extremely positively about their PSHE lessons stating that they enable them to understand changes that they are experiencing as part of growing up and how to keep safe and healthy in body and mind.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and the governor responsible for safeguarding, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and an assembly. 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

Dr Patricia Preedy	Reporting inspector
Mr Benjamin Moir	Compliance team inspector (Deputy head, IAPS school)
Mrs Helen Lowe	Team inspector (Former head, IAPS school)