



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Immanuel Christian School**

**January 2023**

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## School's Details

<b>School</b>	Immanuel Christian School			
<b>DfE number</b>	803/6010			
<b>Registered charity number</b>	1150240			
<b>Address</b>	Immanuel Christian School Rodford Tabernacle Westerleigh Road Westerleigh Avon BS37 8QG			
<b>Telephone number</b>	01454 311710			
<b>Email address</b>	enquiries@immanuelschool.org.uk			
<b>Head</b>	Mrs Joanna Gulliford			
<b>Chair of Governors</b>	Mr Jonathan Gulliford			
<b>Proprietor</b>	Immanuel Christian School Limited			
<b>Age range</b>	4 to 16			
<b>Number of pupils on roll</b>	42			
	<b>EYFS</b>	5	<b>Juniors</b>	23
	<b>Seniors</b>	14		
<b>Inspection dates</b>	24 to 26 January 2023			

## 1. Background Information

### About the school

- 1.1 Immanuel Christian School is an independent co-educational day school. It opened in 2013 and is housed in a building which was originally a Victorian congregational chapel. The school is a registered charity overseen by Immanuel Christian School Limited. The directors of the company are also the governors of the school. The school comprises two sections: juniors, which includes an Early Years Foundation Stage (EYFS) setting, for pupils from Reception to Year 6; and seniors for pupils in Years 7 to 11.
- 1.2 Since the previous inspection, the school has been registered to provide an education for pupils up to Year 11 and additional teaching and toilet facilities have been constructed. Teaching is sometimes organised to accommodate more than one year group within a class.

### What the school seeks to do

- 1.3 The school seeks to prepare pupils for life in modern society by providing them with an education where God and a biblical understanding of the world are central. The school community aspires to provide a stable, caring environment where high expectations of personal conduct are fostered, enabling pupils to understand and develop qualities of integrity, patience, kindness, obedience, honesty and self-control. It aims to develop a strong partnership with parents, encouraging them to participate in their children's education.

### About the pupils

- 1.4 The majority of pupils live within a five-mile radius of the school, mostly from professional and business families. Data provided by the school indicate that the ability of the pupils on entry is spread widely from below to above the national average. The school has identified ten pupils as having special educational needs and/or disabilities (SEND), linked to dyslexia and autism. Nine of these receive additional support. Two pupils have an education, health and care (EHC) plan. Teachers make adjustments to support pupils with SEND within lessons. Support for individuals and small groups is also provided outside of lessons. No pupils have English as an additional language. More able pupils, identified using school assessments, are provided with extension work within lessons. Talented pupils in sport, creative arts and other areas receive additional coaching.

## 2. Regulatory Compliance Inspection

### Preface

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

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

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

Additionally, this visit serves as a material change visit to assess the school's proposal to [specify nature of material change and any relevant background information about school's provision].

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

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

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

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

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

- 2.2 In the junior school, 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 Pupils take GCSE examinations in their final year at the school. The small numbers involved prevent reliable comparison with national averages, but inspection evidence confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

### **PART 3 – Welfare, health and safety of pupils**

- 2.9 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.
- 2.10 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**

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 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**

2.13 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.

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

## **PART 6 – Provision of information**

2.15 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.

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

## **PART 7 – Manner in which complaints are handled**

2.17 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.

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

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

2.19 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.

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

### **3. Recommendation with regard to material change request**

#### **Summary of findings**

- 3.1 The school has made a request to increase its numbers from 40 to 50. During the inspection, the head identified that the school wishes to raise the total number of pupils to 60 and has effective plans to enable this.
- 3.2 Since the previous inspection, the school has increased teaching and other accommodation by the addition of two classrooms and additional toilets. This is sufficient to accommodate the requested additional numbers and to accommodate a total of 60 pupils. A teaching block has been constructed in the grounds which comprises two classrooms and a study for the head. This can also be used for teaching small groups of pupils. Sufficient staff are deployed to teach and supervise a total of 60 pupils. Arrangements to ensure pupils' welfare, health and safety are likely to continue to meet regulations if the proposed increase in pupils to a total of 60 is approved.

#### **Recommendation**

- 3.3 It is recommended that the material change to increase the total number of pupils to 50 be approved and that an increase to a total number of 60 is viable.



## 4. Educational Quality Inspection

### Preface

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

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

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

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

### Key findings

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

- Pupils demonstrate strong knowledge, skills and understanding and apply them effectively.
- Pupils display highly positive attitudes to learning.
- Most pupils make good progress in relation to pupils of similar ability.
- Senior school pupils' overall progress and development is limited because they do not always receive sufficient challenge to take the initiative.

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

- Pupils have a strong sense of spirituality and reflect deeply on the non-material aspects of life, reflecting the values of the school.
- Pupils have an excellent moral understanding; they understand right from wrong, in line with the school's ethos, and their behaviour is excellent.
- Pupils display a deep sense of belonging and responsibility towards each other.
- Pupils develop a strong sense of who they are and their relationship to their community and the wider world.

### Recommendations

4.3 The school is advised to make the following improvements.

- Enhance pupils' achievement by more effective and consistent use of performance data to set targets for pupils and plan next steps in their learning.
- Improve and develop the progress and development of senior school pupils by ensuring that teaching and their experiences in school provide greater challenge, engage them in more active learning and encourage them to take the initiative.

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

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

4.5 Pupils have highly responsible attitudes towards learning. They work well individually and collaboratively, showing respect for the views of others and willing to change their own views in response to discussion. Pupils in a lesson for those in Years 3 to 6 successfully used peer assessment to check spellings. They did so in a mature manner and without disturbing the work of others around.

In their workbooks, pupils show great care in presentation and obvious pride in their work in response to constructive feedback from teachers which helps them to move forward. Pupils respond well to teaching which encourages them to see the value of mistakes, using them as a springboard for growth and improvement. The culture of mutual respect between teachers and pupils contributes to highly positive attitudes to learning; this relationship is the foundation of pupils' success and achievement. Pupils are motivated to succeed and to do their best. This success is strongly linked to the leadership's creation of an ethos that encourages and celebrates the efforts of all pupils.

- 4.6 Pupils' knowledge, skills and understanding are strong. They build on prior knowledge and concentrate effectively to absorb new concepts. This is because they are encouraged to be attentive, and the atmosphere in lessons is calm and supportive. All parents who responded to the pre-inspection questionnaire agreed that the range of subjects including any online learning is suitable for their child. All pupils agreed that their skills and knowledge improve in most lessons. Inspection evidence supports this view. In a number of lessons observed, pupils made rapid progress because they were effectively challenged. In a lesson on poetry writing, pupils in Year 2 read with great expression, showing their understanding of the mood and style of the poem. Pupils confidently and accurately identified the punctuation used and explained its importance in setting tone and expression. In a science lesson, pupils in Year 7 to 9 made good progress in their understanding of how different materials absorb light through an interactive demonstration. They used correct technical language relating to the topic confidently. Pupils' work shows that they make strong progress in their knowledge and understanding. For example, in geography they demonstrated good understanding of the causes of poverty. Year 11 pupils showed an excellent understanding of a range of artists responding to the topic of destruction and demolition in response to high-quality individual support from staff. Pupils could explain artists' responses clearly and effectively. In a singing assembly, pupils demonstrated clear knowledge of scales and arpeggios, and the benefits of making sound from the chest and not the nose. However, in some senior-age lessons limited challenge is given to pupils to further improve their skills by actively learning for themselves.
- 4.7 Pupils make good progress in the school's extra-curricular programme, including through participation in sport, music and drama. Whilst there are some opportunities for pupils to interact with other schools, this area of experience for pupils is not developed fully; with the small numbers, there are limited opportunities for matches and competitions. The school is highly supportive of those who achieve well in outside activities and these are celebrated and highlighted in newsletters.
- 4.8 In the EYFS, children entering with a broad range of abilities make rapid progress, so that by the end of Reception almost all reach the expected levels of development for their age. Older pupils attain at good levels for their age. The small numbers of pupils taking GCSE prevents reliable comparison with national averages but in 2021 and 2022, all pupils attained results at grade 5 and above. Pupils are successful in gaining places at sixth form education destinations of their choice. Pupils who spoke to inspectors said they valued the individual support and encouragement they receive from teachers, saying this is a major factor in their achievement. All parents who responded to the questionnaire agreed that teaching, including any online learning, enabled their child to make progress. Inspection evidence supports this view. Pupils' attainment, including that of those pupils with SEND, shows that they make good progress from their starting points. Pupils of all abilities continue to make good and sometimes rapid progress, because teaching effectively supports their learning. However, performance data is not consistently used effectively, for example to facilitate appropriate pace in some lessons or to provide sufficient challenge to stretch the more able.
- 4.9 Pupils' communication skills develop well. They listen effectively to their teachers and their peers. In writing, they express their views and opinions in a variety of genres confidently. From the youngest ages, pupils read with enjoyment and confidence. This was seen clearly in a literacy lesson, where younger pupils read the poems they had written with appropriate expression. Pupils in Years 7 to 9 showed a strong ability to navigate their bibles and listened well when others read to the class. Younger pupils benefit from the many opportunities to interact with older pupils provided by mixed-

age classes. Throughout the school, pupils learn from each other in a secure and positive environment. Younger pupils in a mixed age group class showed excellent levels of communication when discussing suitable materials for making a Tudor house. This was due to the opportunities created by well-paced teaching. Junior-age pupils explained their ideas with confidence and showed strong reasoning as they sought to identify Madagascar as the subject of an assembly, working from picture clues. They respectfully listened to each other's views and were able to express their thoughts clearly, using correct terminology and appropriate language. Similarly, in a lesson on spy-writing, pupils in Years 7 and 8 expressed their opinions cogently. Pupils explained how stories might be more exciting and interesting because of variety in language, the natural flow to a story, and mystery.

- 4.10 Pupils' mathematical abilities are good and developed well across the school. In a mathematics lesson on estimating, junior pupils were able to distinguish between the expanded and compact methods for addition. All pupils were fully engaged and accurately discussed the relative merits of each method. Risk-taking was encouraged and pupils naturally learnt from their errors. In interviews, pupils of all ages said that they value teachers' encouraging feedback which helps them to reflect upon and improve their learning. They benefit from regular marking of their work which identifies targets for improvement. In some cases, the pupils add a written comment to the teacher's feedback. Pupils use their numeracy skills well in other subjects. In science, they effectively calculated the speed of sound and worked through chemical equations accurately. Pupils used numeracy skills effectively in GCSE geography to analyse aerial photographs on the impact of weather events.
- 4.11 Pupils use information, communication technology (ICT) effectively for research, presentation, word processing and coding, and there is also some use of shared documents on the school's shared drive. For example, in a group project on playwriting, pupils using their ICT skills to plan, share and edit, adapted part of *Pride and Prejudice* for a play, which they subsequently successfully directed and performed. In Spanish, Year 11 pupils self-managed an online visual meeting tool successfully. However, opportunities for pupils to use and develop their skills in such ways are limited across the school.
- 4.12 Pupils display good reasoning skills and can draw on these to analyse, hypothesise and synthesise. When pupils are effectively challenged, use of such higher-order thinking is evident. In mathematics, pupils in Year 7 and 8 accessed higher-level questions demonstrating good levels of analytical thinking, when working on interpreting graphs. In history, junior-age pupils used analytical skills well to judge the reliability of different types of evidence from Anglo-Saxon times. They demonstrated excellent levels of analytical skill, synthesis of the evidence and hypothesis about when Christianity might have started. In a Year 7 and 8 English lesson, pupils chose between story and sentence starts effectively.

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

- 4.13 The quality of the pupils' personal development is good.
- 4.14 All pupils show appropriate and some show high levels of self-understanding for their age. As they grow older, pupils develop a strong sense of who they are. In interviews with inspectors, pupils said they feel well supported because of the highly nurturing nature of the school community and strong relationships that they form with adults. This enables them to develop confidence in their academic work and appropriate self-confidence, evident in the way they interact with their peers and other members of the community. In this way, leaders and governors are successful in fulfilling the school's aims, creating an atmosphere where pupils are supported to understand who they are and how their unique abilities can be used to serve others. Pupils are self-reflective and most have a clear knowledge and awareness of their strengths and weaknesses, showing confidence in many areas of school life. The school's teacher-pupil conference system enables pupils to identify their own strengths and difficulties, and to formulate action plans for development. This, along with individual termly meetings with the head, supports them successfully to become reflective and to develop strategies to improve their work. Pupils say they are well-prepared for the next stage of their lives and look forward to

joining sixth-form colleges when they leave. Pupils also use the concepts of respect, responsibility, citizenship, gratitude, trustworthiness, caring and fairness successfully as character traits to inform and guide their sense of self. Pupils are encouraged to develop these traits by being awarded house points on displaying the characteristics identified. All parents who responded to the pre-inspection questionnaire, agreed that the school helps their child to be confident and independent and all pupils agreed that they are happy at school.

- 4.15 Pupils have a highly developed appreciation of the role of faith in their lives. This is in response to the spirituality which clearly underpins all aspects of school life, and which is brought into their academic work and their relationships with others. Pupils spoke of the power of prayer, saying that this is very meaningful for them. In discussion with inspectors, pupils spoke of their appreciation of the quiet reflection time that prayer sessions at different times of the school day offer them. They spoke of the value of prayer in coping with worry. Pupils develop strong spiritual values, reflecting the school's aims which are carefully nurtured and effectively modelled by the staff. Spirituality is reported on in school reports and at parents' evenings, and forms part of one-to-one interviews with the head. Pupils appreciate nature, speaking with great sensitivity about their appreciation of the beauty of nature. They identified the things that can't be bought such as sunsets, rainbows and the outdoors. They look forward to woodland learning activities, den-building and experiencing the natural world.
- 4.16 Pupils are confident decision makers. In conversation with inspectors, junior school pupils articulated the rule of law and British values with great skill. They talked about how British values were important for managing decision making and behaviour in the world. They stated that democracy means that everyone has a say in how things are and that this opportunity to make views known should be used. They identified how personal, social, health education (PSHE) lessons enabled their understanding of democracy. Pupils take an active part in the student council. This provides opportunities for pupils representing all classes to meet together to make decisions about school life, for example, deciding which extra-curricular activities might be introduced. Pupils make positive choices in their learning, personal development and relationships. For instance, children in Reception and Years 1 and 2 chose which resources to use to build houses confidently in a design technology lesson. Where given the opportunity to use decision-making skills, older pupils engage well, for example, deciding which case studies to focus on in geography, and what blogs to write in English. However, these opportunities are not consistent across all areas. This results in older pupils' decision-making skills not always being fully developed and they do not always take initiative. All pupils make good decisions about the way they interact with one another, which is supported by the strong, caring ethos of the school.
- 4.17 Pupils have a strong moral awareness and are universally respectful to others. They understand the need for rules and deeply appreciate the underlying values of their school which are modelled by all the adults in the school community. They reflect on their behaviour and actions and are highly receptive to the views of others. In interviews, pupils spoke knowledgeably about moral values and about how much these affect the way they behave towards others. Pupils show high levels of self-discipline, and their behaviour is consistently of the highest order. Pupils are calm and attentive, which results in a productive learning environment both inside and outside of the classroom. Responding to the pre-inspection questionnaires, all pupils agreed that pupils are kind and respect each other and all parents agreed that the school actively promotes good behaviour.
- 4.18 Pupils of all ages demonstrate a high level of social awareness and readily offer practical support and care to one another. They contribute harmoniously to each other's wellbeing and the life of the school. They co-operate well with one another in lessons and in their breaks. Pupils' collaborative skills are excellent and intrinsic to the school's approach to learning. This results in pupils' excellent social awareness. Pupils are caring, considerate and inclusive. They work well together to solve problems and achieve common goals. The house system enables older pupils to take responsibility and pupils respond well to the promotion of friendship and kindness it engenders. Collaboration in the curriculum, extra-curriculum and in free time is strong. Pupils of all ages and genders mix freely and happily at break. When asked what they might do if they have a worry, pupils stated that they would

seek help from an older pupil first, and if that didn't help, they would ask a teacher. Given the limited amount of free play space outdoors, the student council agrees effectively on its use throughout the course of the week. It ensures that all interests are catered for, for example, football on some days and other, non-contact games, on others.

- 4.19 Pupils' strong sense of belonging and responsibility towards each other extends to the wider community through their involvement with various charities. Some of these are chosen by the pupils themselves. Pupils spoke of raising money at the school play from craft items they had made themselves and others have undertaken sponsored walks to raise money for Water Aid. Pupils make good contributions to the wider community. Funds were recently raised for a new school in Gambia. Pupils have washed cars, picked up litter in the local community, and have sung to parishioners in the village church. Funds are also raised for school-based projects, such as the new classroom block. Student council representatives and house captains are appointed, and character traits such as respect and kindness are developed through house events, for example, sports, board games and creative and expressive arts.
- 4.20 Pupils know to respect and value all other people regardless of race, gender, creed or other characteristics. They learn effectively about other cultures through their religious education and PSHE programmes. Pupils develop their understanding of diversity through curriculum subjects such as art, where they study African textiles. The pupils reported in interviews that everyone feels valued in the school community. This is in response to the school ethos to respect all individuals, regardless of their differences, and not to be judgemental. In their responses to the pre-inspection questionnaires all parents agreed that the school actively promotes values of democracy, respect and tolerance of other people.
- 4.21 Pupils understand the importance of being physically and mentally healthy. Healthy eating and hydration are actively encouraged in PSHE, science and food technology lessons. Pupils increased their awareness through a recent house challenge involving a virtual race to Scotland, aggregating pupil miles walked, run and cycled, to see which house would arrive first. Pupils are aware of how to stay safe online and say that lessons on this have deepened their understanding. Pupils also know where to go if they are worried about something. They feel very well supported by their peers and teachers. In their responses to the pre-inspection questionnaires all pupils agreed that the school is a safe place to be and that the school encourages them to be healthy.

## 5. Inspection Evidence

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

Mrs Loraine Cavanagh	Reporting inspector
Mr David Bradbury	Compliance team inspector (Head, ISA school)
Mr David Lloyd	Team inspector (Principal, ISA school)
Mr Robert Lobatto	Team inspector (Head, ISA school)