

Focused Compliance and Educational Quality Inspection Reports

Kerem School

December 2019



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School's Details

School	Kerem School			
DfE number	302/6068			
Registered charity number	1063815			
Address	Kerem School Norrice Lea Hampstead Garden Suburb London N2 0RE			
Telephone number	0208 4550909			
Email address	admin@keremschool.co.uk			
Headteacher	Ms Naomi Simon			
Chair of governors	Ms Samantha Leek QC			
Age range	3 to 11			
Number of pupils on roll	197			
	EYFS	49	Years 1 to 6	148
Inspection dates	03 to 05 December 2019			

1. Background Information

About the school

- 1.1 Kerem school is a non-selective Modern Orthodox, Jewish Zionist day school for pupils aged 3 to 11. Founded in 1948, the school still occupies the same site within the Hampstead Garden Suburb United Synagogue. The school is a registered charity, which has appointed a board of governors to oversee the work of the school.
- 1.2 The school is divided into two departments; the Early Years Unit (EYU), including Reception for pupils aged three to five years, and the main school for pupils aged five to eleven years. Since the previous inspection, the school has appointed a new headteacher and chair of governors, invested in its computing facilities and developed a new woodland learning programme.

What the school seeks to do

- 1.3 The school aims to ensure that its pupils grow as individuals and achieve their maximum potential, as well as make a positive contribution to the school and the wider community. The aim is that pupils will leave the school as confident, happy and motivated learners who are prepared as responsible British Jewish citizens, able to embrace their place in British society.

About the pupils

- 1.4 Pupils come from a range of professional and business backgrounds, from the City of London. Nationally standardised test data provided by the school, indicate that the ability of pupils in the school is above average. The school has identified 27 pupils as having special educational needs and/or disabilities (SEND), such as dyslexia and other conditions, all of whom receive additional specialist help. No pupils have an education, health and care plan or statement of special educational needs. English is an additional language for nine pupils, three of whom receives support for their English. Data used by the school have identified six pupils as being most able in its population and the curriculum is modified for them and for seven other pupils because of their special talents in music, drama, sport and art.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as met or as not met. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; 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 full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

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

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 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 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.7 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.
- 2.8 **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

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.10 **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

- 2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical 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.
- 2.12 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

2.13 A range of information is variously 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.

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

PART 7 – Manner in which complaints are handled

2.15 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.

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

PART 8 – Quality of leadership in and management of schools

2.17 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.

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

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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

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

Key findings

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

- All groups of pupils, including those with SEND or EAL, achieve very well and make excellent progress relative to their starting points.
- Pupils' achievement in extra-curricular activities such as music, drama, art and sport is excellent.
- Pupils' knowledge, skills and understanding are highly developed, due to the high expectations and challenge provided by staff.
- Pupils are excellent communicators, and they are articulate and confident when speaking, both to their peers and to visitors to the school.
- Pupils have excellent attitudes to learning, and considerable willingness to participate across all areas of learning.

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

- Pupils have very well developed self-awareness, self-confidence and resilience for their age through exceptionally positive and well-developed relationships with staff.
- Pupils demonstrate excellent collaborative skills to achieve common goals and solve problems.
- Pupils mix extremely well across all the age groups, and they are hugely supportive of each other due to the strong community and family ethos within the school.
- Pupils show an advanced sense of moral understanding and, as a result, behaviour is exemplary.
- Pupils have a strong appreciation of their own culture and that of others, and they show considerable sensitivity towards those less fortunate than themselves.

Recommendation

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

- Ensure that marking consistently informs how pupils may improve further, so that they can always progress as rapidly as possible.

The quality of the pupils' academic and other achievements

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

3.5 All groups of pupils, including those with SEND or EAL, achieve very well and make excellent progress relative to their starting points. The school does not take part in national curriculum tests, but the available evidence from lesson observations, scrutiny of pupil's work and the school's own assessment data shows attainment to be above and in some cases well above national age-related expectations. The overall achievement and attainment in the Early Years Unit (EYU) is outstanding across all areas of learning. Almost all children reach the expected level of development at the end of the Early Years Foundation Stage (EYFS), and well over half regularly exceed it. This outcome is a consequence of strong individualised support and highly focused approach from an early age with reading and writing in both English and Modern Hebrew (*Ivrit*) which engages the interests of children. Excellent attainment is achieved across the school as teachers know their pupils extremely well and is also due to a new rigorous tracking and monitoring system which has been introduced by the leadership and management since the last inspection. This new system has enabled teachers to plan and deliver lessons effectively, deploying in-class assistants appropriately to tailor support to enable all, including those with SEND and EAL to make rapid progress. Consequently, pupils are successful at gaining places

at senior school of their choice, many of which are academically selective; in addition, a number of scholarships are also won each year.

- 3.6 Pupils' achievement in extra-curricular activities such as music, drama, art and sport is excellent especially given the size of school. Pupils are keen to undertake activities in their spare time or learn a musical instrument out of school due to the support and encouragement they receive from staff. A good range of clubs, both before and after school and at lunchtimes, have contributed significantly to pupils' achievements because of the high quality coaching, dedication of staff and the strong commitment from school leaders and governors to the activities provided. Pupils demonstrate excellent performing skills across a number of genres; choir singing at the induction of the synagogue Rabbi and acting in the Year 6 play – *'The bus and Us'*. School teams have achieved considerable success across a range of sports, winning or reaching the finals in both local and inter-Jewish schools competitions in sports such as netball, football and swimming. Over the last two years they have been winners of a Jewish inter-schools challenge quiz against strong competition.
- 3.7 Pupils' knowledge skills and understanding are highly developed, due to the high expectations and challenge provided by staff. In the EYU, children engage wholeheartedly in their learning as highly caring staff take account of children's personal interests when planning how the curriculum will be covered. Pupils of all abilities, including those with SEND, EAL and the most able, make significant progress in literacy, numeracy and science due to high expectations from teachers, who ensure work is matched to pupil's differing abilities and provide appropriate verbal feedback. Evidence in workbooks shows that the school has developed the recommendation since the last inspection to deploy a range of different strategies to provide feedback to meet the needs of pupils. However, on a few occasions, pupils' progress slowed in some subjects, due to a lack of developmental marking by the teacher or from pupils not responding to questions asked to deepen their understanding further.
- 3.8 Pupils possess excellent numeracy skills as teachers provide a range of opportunities for pupils to apply them across the curriculum, as well as enabling them to participate in a mathematics club and inter-schools mathematics competitions. Children in the EYU confidently counted their *Menorah* candles up to 9 in *Ivrit* when encouraged to do so by the teacher. Younger pupils demonstrated excellent repeated addition techniques to solve multiplication calculations such as $4 \times 4 = 16$. Older children, demonstrated excellent number skills when accurately timing which rock types would erode the quickest when rubbing them together during a science lesson.
- 3.9 Pupils use information and communication technology (ICT) confidently and effectively to enhance their learning because the school has integrated the use of tablets and computers into its approach from an early age. All pupils including those with SEND, spoke highly of having their own tablet from Year 3 since it supports them when note taking or undertaking research as part of their learning. Children in the EYU demonstrated excellent fine motor skills with the highly effective manipulation of their computer mouse to draw two-dimensional shapes and colour them in. Younger pupils successfully produced a set of programmable instructions for their peers to successfully plot a route on a map to find treasure. More able older pupils successfully designed and printed three-dimensional models of Hebrew block letters for use in Jewish Studies as well three-dimensional mazes using appropriate printer software.
- 3.10 Pupils of all ages have excellent literacy and communication skills, as opportunities for reading, writing and speaking are introduced from an early age, so that by the time they leave the school these skills are very well-developed. Pupils demonstrate excellent written skills, due to the considerable focus on the presentation of handwriting and creative story telling. Children in the EYU showed excellent cursive styles of letter formation by effectively using a finger drawing app on their tablets. Younger pupils demonstrated an excellent imagination and use of the five senses to bring atmosphere and feeling to their short suspense stories. Older pupils confidently explained how they understood how to change an action packed story opening by slowing it down with description to raise the tension, following guidance from the teacher.

- 3.11 Pupils are excellent communicators, and they are articulate and confident when speaking both to their peers and to visitors to the school. Children in the EYU readily engage in meaningful conversation, encouraged by challenging open-ended questioning, to explain what they have been doing, such as making different shapes out of block or undertaking sack racing in the garden. All pupils demonstrate excellent fluency with *Ivrit* and through the regular encouragement and support from staff are well-prepared to receive their *Siddur* (prayer book) in Year 1. Children in the EYU, demonstrated excellent speaking and listening skills in English and *Ivrit* due to the highly effective use of labelled object cards, which enabled all to contribute to the lesson. In interviews, pupils spoke fondly of the chance to improve their communication skills by learning French in Year 6, as well as by debating topics such as lowering the voting age so children can have a say on their future. Pupils demonstrate excellent presentation skills as evident from the 'show and tell' activities in the EYU to formal presentations of topics of interest in the 'U Teach programme'. Older pupils spoke highly effectively when conveying the plight of the rainforest destruction by creating rainforest habitat dioramas using shoeboxes.
- 3.12 As pupils move through the school, they develop excellent study skills, drawing on prior learning and applying higher levels of thought and enquiry. Children in the EYU demonstrated excellent observational and colour selection choices to paint accurate and vibrant self-portraits. Younger pupils successfully presented their research about owls through the effective use of spider diagrams to convey the key facts. Older pupils analysed text about the battle of Athens effectively and successfully hypothesised about the feelings of the Gods and Goddesses in the story. A large majority of parents who responded to the pre-inspection questionnaire said that the teaching enables their child to make good progress and develop skills for their future.
- 3.13 Pupils have excellent attitudes to learning, and considerable willingness to participate across all areas of learning. They engage keenly with their learning because staff have high aspirations for all pupils to do the best they can. Pupils make excellent progress as they naturally support each other during lessons without prompting from the teacher. Children in the EYU naturally helped each other set up and access some games applications on their tablet when their friends were unsure of how to find them. Younger pupils politely asked the teacher if their friend could complete a mathematical calculation on the whiteboard as they had noticed he had not had the chance at that time to contribute to the lesson. All pupils demonstrate high levels of motivation and enthusiasm, as they readily seek chances to undertake different levels of challenges. Younger pupils successfully created three letter words ending with 'AT' from either using letters and pictures provided or from completing the additional challenge of constructing similar sounding words from their own prior knowledge. Older pupils spoke fondly of the opportunity to reflect and debate on different famous quotes with the further challenge of comparing and contrasting four famous scientists. Pupils are extremely attentive in lessons and show a high degree of respect for their teachers and their peers, enabling them to produce work of a consistently high quality, both individually and in collaboration with others, thereby successfully meeting the aims of the school.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils have excellent self-awareness, self-confidence and resilience for their age. Pupils of all ages are open, confident and friendly, which has a very positive influence on how they conduct themselves in school. They greet visitors with politeness and courtesy. Children in the EYU were keen to share their healthy snacks and confidently explained what activity they were undertaking with great pride. Older pupils showed great warmth by greeting visitors in *Ivrit* at the beginning of morning prayers (*Tefillah*). Pupils' self-confidence is enhanced by the numerous opportunities to perform to audiences in the Hanukkah show, when choir singing in the local community and synagogue, or taking part with presenting prayers.

- 3.16 Pupils' self-esteem is developed through the staff's highly effective use of encouragement and praise, and through strong pastoral support tailored to pupils' individual needs. Pupils understand that they can approach members of staff for help and advice at any time and do so with confidence. In interviews, pupils said that teachers help them become more resilient and persevere with tasks due to the 'have a go approach' and that they know from their teachers that 'it is okay to learn from mistakes.' Pupils' self-esteem grows as they get older because they benefit from regular feedback and praise from staff. Children in the EYU showed great amazement and wonder when receiving their 'WOW' certificates for achievements during the school day. Older pupils spoke highly of the house points collection tubes outside the head teacher's office, which provides an inspiration for them to try and earn more through good work or deeds. A very large majority of pupils who responded to the pre-inspection questionnaire said that the school helps them to be confident and independent.
- 3.17 Pupils develop strong age-appropriate decision-making skills as they move through the school both within and out of the classroom, and they understand how they can affect their own success and that of others. Children in the EYU develop very confident decision making skills due to free choice of a wide range of well-organised resources and support from staff. Younger pupils confidently discussed the importance of sleep and being able to recognise and deal with how helpful and unhelpful thoughts could improve their mental well-being. Older pupils were able to explain clearly to inspectors how they are empowered to implement agreed initiatives in the school council committees which will impact on the lives of others; for example, the importance of making switch-off lights stickers to save energy in school.
- 3.18 Pupils demonstrate excellent collaborative skills to achieve common goals and solve problems. This is because the school encourages play as soon as they enter the EYU, so that by the time they move up the school these skills are well advanced. In the EYU, new play areas and resources encourage children to create imaginative role plays together, for example when performing their own puppet show outdoors. Younger pupils showed their teacher an excellent awareness that they would have finished tidying up quicker if they had shared out tasks more equally between themselves. Older pupils demonstrated excellent problem-solving skills when redesigning the aerodynamics of their model rockets to make them fly further during a science, technology, engineering and maths (STEM) club.
- 3.19 Pupils mix extremely well across all the age groups, and they are hugely supportive of each other due to the strong community and family ethos within the school. From the EYU to Year 6, pupils were observed to have formed excellent relationships with each other, evident from the way they work and play happily together. In interviews, pupils confirmed that they always look out for each other, especially for those who may be sitting on the friendship bench at playtimes and might need someone to play with. Pupils of all ages relish the opportunities the responsibilities they are given. Older pupils take on significant leadership roles within the school, for which their younger peers have much respect. From simple classroom jobs for the younger pupils to a wide range of positions such as prefects, tour guides, mentors and buddies in prayers, the school places a strong emphasis on helping to make a difference in the school community; this provides pupils with the skills to become social awareness citizens. Almost all parents who responded to the pre-inspection questionnaire agreed that the school helps their child to develop strong teamwork and social skills.
- 3.20 Pupils show an advanced sense of moral understanding. They have a clear understanding of the difference between right and wrong. As pupils move up the school, they demonstrate an increasing ability to reflect maturely on the morality of modern society. The school council's eco-committee fully understood the impact that plastic waste was having on society and asked parents to consider using less plastic as packaging for pupils' snacks each day. Pupils clearly understood the consequences of their own behaviour, through the opportunities provided by staff to allow pupils to reflect on their own misdemeanours. In interviews, pupils clearly articulated that if they did upset someone, they knew they had to take responsibility for their own actions by saying sorry or writing an apology letter to them. Throughout the school, pupils demonstrate a natural empathy, look out for each other and a readiness to challenge any misbehaviour. Pupils show no tolerance for bullying, which is very rare in

the school, and can confidently report any behaviours as a result of 'worry boxes' or 'worry monsters' positioned in every classroom.

- 3.21 Pupils exhibit outstanding behaviour across all ages and ability groups. Their high levels of tolerance and consideration for others is due to the high expectations and standards set by staff in line with the school's Jewish values. All staff treat pupils with respect, and this is reciprocated with good manners and rapport, creating a positive climate for learning and enjoyment in lessons. Pupils appreciate how good behaviour advantages their relationships and, in lessons, they know when lively enthusiasm or quiet concentration is appropriate. Children EYU clearly explained how they could earn happy stickers for being kind to others in school as well as completing good work. Older pupils explained that they enjoyed being recognised for undertaking acts of kindness in school. All pupils who responded to the pre-inspection questionnaire said that they understand that the school expects them to behave well and almost all said that they understood what the consequences of poor behaviour are.
- 3.22 Pupils' spiritual awareness is excellent. They have a strong appreciation for their own culture and that of others, and they show considerable sensitivity towards those less fortunate than themselves. Pupils gain an awareness of different religious and cultural practices, through an atmosphere of Jewish worship, active participation in the *Tefillah* and learning about other festivals such as Easter and Diwali. Pupils respect and value diversity within society, through many opportunities to learn about how Judaism compares to other religions and customs through assemblies, diversity weeks or visits to local mosques and temples. Pupils spoke highly of the way teachers use significant historical events such as the royal birth or the royal wedding as starting points to compare the Christian practices with those from a range of religions and customs. Pupils understand the importance of British values and they have the ability to express their views with respect, which is underpinned by a comprehensive PSHE programme at the school. All pupils who responded to the pre-inspection questionnaire said that the school encourages them to respect and tolerate other people.
- 3.23 Pupils have a very well-developed appreciation of those less fortunate than themselves through the successful fundraising initiatives which are led by the school council's charity sub-committee or the through the process of weekly charity giving. Pupils speak fondly of the opportunities to raise money for the hospitals in Israel, which the school's houses are named after, as well as for other UK-based charities. They develop a natural awareness of others and appreciation of the non-material aspects of life through their spiritual reflection in the synagogue, assemblies and active participation in daily prayers. Children in the EYU showed sheer enjoyment and wonder when successfully making wintery crowns out of cut down willow twigs. Older children demonstrated considerable passion when singing together in assemblies or during daily prayer.
- 3.24 Pupils demonstrate an excellent understanding of how to stay safe, as shown by older pupils' behaviour during a woodland group activity and the strong awareness all pupils showed when interviewed about internet safety. Pupils have an excellent awareness of a healthy and balanced lifestyle and, from EYU upwards, know how to keep mentally and physically fit. Children in the EYU demonstrated excellent awareness of sorting healthy and non-healthy foods. Older pupils demonstrated an excellent understanding and use of scientific terminology to describe differences between bacteria and viruses and their effect on human health.
- 3.25 With the introduction of a new well-being programme, the leadership and management have ensured that pupils develop the skills, empathy and resilience to be successful in their future lives. Pupils leaving the school are confident, happy young people well-prepared for playing their part as active citizens in British society.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registrations and *Tefillah*. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Geoffrey Marston	Reporting inspector
Mrs Loren Macallister	Compliance and Team inspector (Deputy head (academic), IAPS school)
Mr Matthew Draper	Team inspector (Headmaster, IAPS school)