



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Faraday School

November 2022

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School's Details

School	Faraday School			
DfE number	211/6397			
Address	Faraday School 64 Orchard Place Trinity Buoy Wharf London E14 0FH			
Telephone number	020 7719 9342			
Email address	secretary@faradayschool.co.uk			
Head	Mr Lucas Motion			
Proprietor	New Model School Company Ltd			
Age range	4 to 11			
Number of pupils on roll	105			
	EYFS	20	Lower school	41
	Upper school	44		
Inspection dates	8 to 10 November 2022			

1. Background Information

About the school

- 1.1 Faraday School is an independent co-educational day school situated in east London. It was founded in 2009 and is single-form entry from Reception to Year 6. The school is owned by The New Model School Company, whose board of directors oversee the running of the school, supported by an advisory board. The school comprises three sections: the Early Years Foundation Stage (EYFS), for children aged 4 to 5 years; lower school, for pupils aged 5 to 7 years; and upper school, for pupils aged 7 to 11 years.
- 1.2 The current head took up his post in January 2022.

What the school seeks to do

- 1.3 The school aims to nurture, inspire and teach pupils in a way that allows them to fulfil their potential and to grow towards maturity and self-confidence. It seeks to instil habits of effective learning and good behaviour at an early age. The school endeavours to deliver value for money and maintain strong links with the parent body.

About the pupils

- 1.4 Most pupils come from local families representing a range of professional and business backgrounds. The school's own assessment data indicate that the ability of pupils on entry to the school is broadly average compared to those taking the same tests nationally. The school has identified five pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and other conditions, all of whom receive additional specialist help. One pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for fourteen pupils, six of whom receive additional support for their English. The school has identified thirteen pupils as being the most able in the school's population, and the curriculum is modified for them and for eight other pupils because of their particular talents in art, music, dance, drama, sport and French.

2. Regulatory Compliance Inspection

Preface

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

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

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

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

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

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

Key findings

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

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

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

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

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

3. Educational Quality Inspection

Preface

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

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

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

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

Key findings

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

- Pupils, including children in the EYFS, attain well above age-related expectations and make rapid progress over time.
- Pupils' subject knowledge, skills and understanding are outstanding.
- Pupils display exemplary attitudes to learning and achievement.
- Pupils exhibit excellent communication skills; they produce extended and highly expressive writing featuring powerful vocabulary.

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

- Pupils exhibit substantial self-confidence and perseverance.
- Pupils display advanced spiritual awareness for their age; they reflect on philosophical and spiritual ideas with maturity.
- Pupils display excellent moral understanding and behaviour.
- Pupils exhibit extremely strong understanding of how to keep themselves safe and look after their mental wellbeing.

Recommendation

3.3 The school is advised to make the following improvement.

- Ensure that male and female pupils' attainment is of an equally high standard.

The quality of the pupils' academic and other achievements

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

3.5 Pupils' achievement is excellent. Pupils' books from across the school contain work of a standard beyond age-related expectations. Standardised assessment data provided by the school indicate that pupils, including children in the EYFS, make rapid progress over time. The most able pupils and those with SEND and EAL also progress rapidly. Pupils make fast short-term progress and learn well during lessons. All pupils attain very highly. However, the school's assessment data also indicate that female pupils often outperform male pupils. Pupils progress very well because leaders and staff make effective use of assessment data to inform provision and support for individual pupils. Pupils also make fast progress because written feedback in books typically gives pupils clear guidance about how to

improve work. Marking often presents pupils with additional questions to challenge their understanding and invite them to apply their skills further. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching enables their children to make progress. The school fully meets its aim to teach pupils in a way that allows them to fulfil their potential.

- 3.6 Pupils' subject knowledge, skills and understanding are outstanding. For example, children in the EYFS were able to explain what a vulture was, spontaneously using the word 'predator'. In music, EYFS children were able to identify that the first beat of the bar should be more prominent and clapped accordingly. In a geography lesson, the youngest pupils exhibited excellent grasp of compass positions and could describe aspects of the school's location, such as bus stops, trains and the river. Pupils' science books demonstrate very strong scientific knowledge for their age of themes such as forces and astronomy. In a religious education (RE) lesson, the oldest pupils displayed detailed knowledge of Sikhism, such as where it was founded, by whom, and what key Sikh symbols stand for. They were able to identify key similarities and differences between Sikhism and other religions, such as Buddhism and Christianity. Pupils' art displayed across the school is of very high quality, featuring much craft and care in composition and use of colour across a range of media. Teaching typically makes very effective use of visual and physical resources. It also features a high level of challenge and questioning that encourages pupils to think deeply and make links between new facts and what they already know.
- 3.7 Pupils display exemplary attitudes to learning and achievement. In all lessons seen, pupils exhibited strong engagement and a keenness to learn and succeed. For example, all EYFS children were eager to join in speaking and writing activities. Pupils' books demonstrate care taken over the presentation and completion of work. They also demonstrate a desire to improve, seen in pupils' responses to additional challenges or questions posed by the marking. During a 'celebration assembly', pupils applauded each other's achievements, including awards for effort and being good role models for others, with glee and genuine appreciation. Pupils who spoke to the inspectors conveyed a very strong desire to learn and achieve well. The school fully meets its aim to inspire pupils.
- 3.8 Pupils exhibit excellent communication skills. EYFS children display very good phonetic understanding for their age. For example, in a lesson about letters and sounds, they identified and pronounced sounds accurately from the letters shown to them. They also formed the letters 'v', 'k' and 'h' accurately and with care when writing. SEND children produced clear and accurately formed letters as a result of staff's clear step-by-step guidance. Children were able to write the words 'vet' and 'van' accurately having heard them. In an English lesson, pupils in the middle of the school demonstrated a confident ability to accurately identify which words in particular sentences were nouns, verbs, adjectives and adverbs. They were able to respond to a high level of challenge by identifying which words could be either a verb or a noun and then using these in their own sentences. The oldest pupils' books in a range of subjects exhibit extended and highly expressive writing featuring powerful vocabulary, such as 'huge swirling clouds'. Their fiction is highly imaginative, as seen in fantasy stories, such as one featuring a character named as a 'metamorphis girl'. Pupils develop excellent communication skills because teaching features extremely clear examples of what is required, and staff constantly check pupils' understanding.
- 3.9 Pupils display excellent mathematical ability. EYFS children were able to count to 20 and beyond, including backwards, and could predict the next in a series in a string of shapes. Older pupils were able to identify the factors of 15 and 20 and, accordingly, the common factors of both. Pupils' mathematics books demonstrate advanced mathematical knowledge and understanding for the pupils' age, as seen in work on long division and area. The most able pupils' work demonstrates mathematical knowledge typical of much older senior pupils. Pupils' work demonstrates a very strong ability to explain mathematical methodology as well as arrive at correct conclusions. This is because pupils are given challenging mathematical problems to solve.
- 3.10 Pupils' information and communication technology (ICT) skills are advanced for their age. For example, EYFS children's *Very Hungry Caterpillar* computer drawings are composed with care and careful sequencing. In geography, young pupils are able to use an app to explore and find places successfully.

Pupils' photo editing exhibits strong attention to detail and keen sense of the way that the use of colour can affect the viewer. Older pupils apply mathematical skills to ICT very well in 'gold mine' games they have created. The oldest pupils' presentations on themes such as 'India Day' are extremely well structured, organised and produced. Their collaborative 'Bubble Town' mixed-media animation featuring ideas about the industrial heritage of the local community and looking after the environment is highly sophisticated and very well put together. Leaders and staff provide many opportunities for pupils to apply their ICT skills across the curriculum and experience events such as a Tower Bridge coding workshop.

- 3.11 Pupils' study skills are excellent. For example, they develop a very strong ability to select pertinent facts from reliable sources and select from these to form coherent arguments. Such skills are shown in younger pupils' posters and presentations on themes such as 'light and ancient Egypt'. They are also shown in older pupils' independent research projects, such as those on Chinese New Year, the mathematician Sir Roger Penrose and the similarities and differences between lions and tigers. Staff develop pupils' study skills by providing extensive opportunities for pupils to ask their own questions and conduct their own investigations. All parents who responded to the questionnaire agreed that the school equips their children with the team working, collaborative and research skills they need in later life. The school fully meets its aim to instil habits of effective learning at an early age.
- 3.12 Pupils' academic and non-academic achievements are outstanding for the size of the school. Several leavers have achieved art, drama and academic scholarships to senior schools. There has been individual success at national level in U12 gymnastics, at regional level in athletics, with professional football clubs and in professional West End theatre. Pupils have achieved success in the Fourth Plinth Schools Awards. Individual pupils have had art exhibited in the Royal Academy online summer exhibition and been awarded medals for being a chorister at Southwark Cathedral. Pupils attain merits and distinctions in LAMDA examinations. Leaders and directors provide a wide variety of extra-curricular clubs and specialist staff to teach music, drama, physical education (PE) and dance. The school fully meets its aim to deliver value for money.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils exhibit substantial self-confidence. For instance, EYFS children demonstrated the confidence to engage with each other and participate with activities on offer. Pupils in Year 6 receiving additional support were very open about their perceptions about a task being too hard but demonstrated the confidence to overcome their reservations to have a go. Pupils' work shows a strong ability to assess their own strengths and areas for development. Pupils showed very high levels of confidence in contributing to lesson discussions and talking to the inspectors. Both younger and older pupils were able to talk about perseverance with understanding. Pupils' confidence and self-esteem develop from the very warm and enthusiastic manner of leaders and staff and their highly effective use of praise. Staff also provide pupils with clear success criteria to evaluate their own knowledge and skill against. All parents who responded to the questionnaire agreed that the school helps their children to be confident and independent. Pupils who spoke to the inspectors explained how the teaching approach had increased their confidence. The school fully meets its aim to enable pupils to grow towards maturity and self-confidence.
- 3.15 Pupils display advanced spiritual awareness for their age. For example, younger pupils choosing things to put in a 'magic' keepsake box included 'the smile of a baby'. Young pupils reflected extremely thoughtfully on poetry and how it made them feel, in particular because of the poem's references to nature and animals. Pupils' 'Philosophy Fox Book' entries include substantial reflections on philosophical ideas for the pupils' age. For example, pupils have recorded deep and intelligent responses to questions such as 'How do we know something is real?' and 'What is the right way to live?'. The oldest pupils' RE books include very mature consideration of ideas such as the moral

precepts of Buddhism. In an RE lesson, the oldest pupils showed much interest in the Sikh belief of reincarnation and could identify other faiths that shared this Sikh belief. Their suggestions about the meanings of Sikh ideas, such as *khanda* and *mukti*, were very reflective and thoughtful. Leaders and staff continuously encourage pupils to consider questions about non-material aspects of life. For example, staff give younger pupils structured opportunities to take the 'Philosophy Fox' home and discuss such questions with their families, while older pupils discuss such issues in class.

- 3.16 Pupils display excellent moral understanding. All behaviour witnessed during the inspection was highly positive. For example, pupils played entirely co-operatively and supportively with each other during the lunch break, exhibiting wholly positive, courteous and friendly behaviour. Pupils demonstrate a very strong capacity to determine right from wrong. Older pupils who spoke to the inspectors explained articulately and with feeling why respect and kindness matter. They discussed in depth the rights and wrongs of saying 'white lies' and the possible consequences of doing so, including what they termed a 'butterfly effect' of lies growing on themselves. Work scrutiny reveals considerable reflection on ethical issues, such as discriminatory behaviour and slavery. During an assembly, pupils explained with feeling how Remembrance Day gave thanks for the sacrifices of those who had fallen in war. All pupils and almost all parents who responded to the questionnaire agreed that the school actively promotes good behaviour and expects pupils to behave well. Leaders and staff promote and model the school's values of kindness, respect and honesty consistently and effectively. The school fully meets its aim to instil habits of good behaviour at an early age.
- 3.17 Pupils exhibit extremely strong understanding of how to keep themselves safe. For example, EYFS children's work on e-safety demonstrates clear understanding of the importance of keeping passwords private. Digital leaders' presentation on internet safety demonstrates strong understanding of the dangers posed by scams, cyberbullying, phishing and identity theft. During a road safety assembly, pupils were adamant that wearing headphones is dangerous when close to moving traffic. Older pupils' personal, social, health and economic education (PSHE) books contain very thoughtful reflections on the recently held mental health week, explaining why it is important for people to share any worries with someone they trust. This work, together with pupils' reflections during discussions, shows their very strong ability to reflect thoughtfully and sensibly on experiences that have saddened or depressed them and the strategies they have used to overcome such negative feelings, such as moderating breathing, reading a book or drinking a glass of water. Pupils' books also demonstrate very mature understanding of the harm that might come from not respecting people's personal space, wishes or privacy. Lessons in PE, PSHE and computing effectively explore internet safety, mental health and physical health. Leaders and staff talk with pupils about strategies they can use to look after their own mental health and well-being. All pupils who responded to the questionnaire said that they could speak to an adult at school if they were worried about something.
- 3.18 Pupils are able to make sensible decisions on their own and others' behalf. For example, during outdoor play, EYFS children advised each other to avoid a slope they considered to be 'slippy'. In a 'money sense' workshop, pupils were able to make intelligent decisions about how to spend or preserve money. Similarly, in the school's 'Fiver Challenge', pupils were able to use five pounds to create a very small business and sell things for a profit. Records of junior leadership team meetings demonstrate pupils' strong ability to make decisions on behalf of others. For example, the team has suggested that some storage space could be converted to a 'relaxation room'. The junior leadership team has also made intelligent decisions about the content and structure of a forthcoming 'UK Parliament Week' that they are organising. Leaders provide many opportunities for pupils to practise and develop their decision-making skills, such as residential trips and the 'Fiver Challenge'.
- 3.19 Pupils demonstrate excellent social development. EYFS children exhibited genuine kindness and empathy for each other by offering each other their tricycles. In a basketball activity, younger pupils demonstrated genuine concern and consideration for others, offering advice to help others move safely without hurting themselves. In lessons, pupils managed their paired discussions very confidently and supportively of each other, giving each other time to speak and listening to each other very well.

Pupils' PSHE and other books demonstrate their very strong understanding of what makes a good friend, as does a 'friendship tree' corridor display. Leaders and staff consistently communicate high expectations of pupils' social conduct.

- 3.20 Pupils contribute strongly to others within and outside the school. During lessons, pupils spontaneously help each other to learn, such as in an English lesson about assigning adjectives to parts of a picture. EYFS children participated in a local project to promote sustainability and recycling and won a prize based on their bamboo art. The junior leadership team has influenced the provision of playground equipment voted for by the pupils. Pupils who spoke to the inspectors explained how the junior leadership team tried to, in their words, 'make the school a better place'. They expressed delight in their roles as 'young helpers' to support children and younger pupils, such as acting as 'reading buddies' and helping them with their writing. Pupils support a range of charities. These have included a local food bank, a local community centre, Great Ormond Street Children's Hospital, and international charities supporting those affected by war in Ukraine.
- 3.21 Pupils demonstrate very strong appreciation of diverse cultures and those from backgrounds other than their own. Their PSHE books contain extremely thoughtful and articulate reflection on casual racism and discrimination and how people can feel offended and hurt by it. In discussion, pupils explained very articulately and with feeling how important it is to respect people's rights and how not doing so could lead to much hurt, harm and inequity. Pupils spoke passionately about the discrimination suffered by Rosa Parks and black Americans of the period and expressed sorrow that such racism and discrimination was still a feature of some people's experience today. They spoke of the importance of people standing up for their rights. All parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people. Inspection evidence supports this view. PSHE work frequently explores themes of rights, equality and discrimination.

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 chief executive officer of the proprietary body, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended a road safety workshop 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

Mr Steven Popper	Reporting inspector
Mr Paul Dunn	Compliance team inspector (Director of operations, HMC school)
Mr Rob Thornton	Team inspector (Headmaster, ISA school)