



**ISI** Independent  
Schools  
Inspectorate

**Regulatory Compliance and Educational Quality Inspection Reports**

**Sherborne House School**

**June 2021**

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### School's Details

<b>School</b>	Sherborne House School			
<b>DfE number</b>	850/6060			
<b>Early Years registration number</b>	EY 2542977 URN: 254978			
<b>Address</b>	Sherborne House School 39 Lakewood Road Chandler's Ford Hampshire SO53 1EU			
<b>Telephone number</b>	02380 252440			
<b>Email address</b>	info@sherbornehouse.co.uk			
<b>Headteacher</b>	Mr Mark Beach			
<b>Proprietor</b>	Bellevue Education Group Limited			
<b>Age range</b>	0 to 11			
<b>Number of pupils on roll</b>	266			
	<b>Boys</b>	127	<b>Girls</b>	139
	<b>EYFS</b>	94	<b>Juniors</b>	172
<b>Inspection dates</b>	15 to 18 June 2021			

## 1. Background Information

### About the school

- 1.1 Sherborne House School is an independent co-educational day school for pupils aged between six months and eleven years. Founded in 1933, the school is situated within its own grounds near Chandler's Ford, Hampshire and, since 2016, has been owned and governed by the Bellevue Education Group.
- 1.2 Pupils are admitted to the Early Years Foundation Stage (EYFS) from the age of six months, to the pre-prep from rising five years, and to the prep, from ages seven to eleven years.
- 1.3 Since the previous inspection, the school has opened a registered early years nursery setting and restructured the senior leadership team. The Head took up his post in 2019. Provision for the under-twos has yet to receive its final accreditation visit from Ofsted and so did not form part of this inspection.
- 1.4 During the period March to June 2020, the whole school remained open only for children of key workers.
- 1.5 During this period of closure the school provided remote learning materials for all pupils.
- 1.6 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.7 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.8 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.9 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.10 The school aims to discover, nurture and celebrate the unique strengths of each child in an inspiring learning environment, developing happy, confident and passionate learners.

### About the pupils

- 1.11 Pupils come from a range of professional backgrounds, mostly from families living within a 15-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of pupils is broadly average compared to pupils taking the same tests nationally, with a fairly wide range of abilities represented. No pupil in the school has an education, health and care plan. The school has identified 35 pupils as having special educational needs and/or disabilities (SEND), 30 of whom receive additional help. English is an additional language (EAL) for three pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 36 pupils as being the more able in the school's population, and the curriculum is modified for them.

## 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. 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 REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. 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.

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](#)

**COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.**

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 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

#### Key findings

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

- Pupils' reading, writing, speaking and listening skills are at a very high level.
- Their study skills develop rapidly as they progress through the school.
- Attitudes to learning across all ages are decidedly positive.
- Pupils demonstrate excellent ability to work both collaboratively and independently.

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

- Pupils develop excellent social and empathetic skills from the earliest age.
- Their decision-making abilities and skills are at a high level and they are aware of the impact this has on their learning.
- Pupils' moral development is of a high order. They show excellent respect and understanding for one another.

#### Recommendation

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

- Strengthen the pupils' skills in their application of ICT to support learning across the curriculum.

#### 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 achieve well above the expected level for their age and ability by the time they leave the school. Progress is especially marked in pupils identified for small group support, including those with SEND and EAL. Regular and rigorous assessment by the school has successfully informed strategies to support individual pupils, which has resulted in rapid improvement for those who have experienced gaps in their learning. More able pupils make similarly notable progress across all ages. During lessons observed the overall achievement of pupils was excellent. For instance, it was evident that most pupils in one class gained an excellent idea of the principles of creating an eye-catching and entertaining advertisement due to teaching's excellent pace and subject knowledge. Through judicious questioning and modelling younger pupils rapidly understood how to summarise a chapter of a book. Scrutiny of

work shows that pupils in the Early Years Foundation Stage (EYFS) make excellent progress in both numeracy and literacy. Excellent progress is also made across the academic year by other pupils of all abilities in all subjects. Pupils speak with pride about their excellent achievements in external entrance exams and are effusive in their praise of the contribution made by their teachers to their preparation. Pupils' progress during COVID-19 lockdowns was maintained at high levels through the school's continuation of the normal daily timetable, delivered live online. Pupils overwhelmingly responded, in questionnaires, that their teachers knew their subjects well and were supportive to them.

- 3.6 Pupils' knowledge, skills and understanding across areas of learning develop extremely well as they progress through the school, aided by a creative, skills-based curriculum and common whole-school topics, such as "Journeys". Some pupils were seen to display excellent understanding of shape and form which enabled them to produce complex architectural designs based on the work of Friedensreich Hundertwasser. Younger pupils display excellent emerging understanding of simple fractions and how this could be applied to solve simple practical problems. Pupils gain the confidence to apply these skills in other areas, through carefully planned activities, supportive collaborative learning and excellent lesson pace. For instance, younger pupils understand the need to learn phonics and explain, carefully, the rule about suffix and prefix in spelling. Younger pupils could discuss the need for butterflies to be released in order to gain access to the food they require. The youngest children demonstrate excellent knowledge of initial sounds and use this competently when forming letters.
- 3.7 Pupils are highly articulate and develop increasingly effective communication skills as they progress through the school. They express themselves confidently and convey their ideas with great clarity due to the supportive environment which values learning from mistakes. For example, younger pupils' writing includes extremely well-constructed pieces on topics such as how to fly a hot air balloon utilising clear steps, connectives, adjectives and explanatory phrases. Older pupils give confident and expressive performances in their external speaking and listening examinations. Pupils listen to others with interest and apply the skills of reading and writing in their learning due to excellent modelling of activities by class teachers and a range of rich reading texts provided within the class. Pupils communicate their assessment of others' work very effectively through "Gallery Walks" which involve every learner circulating to offer constructive critique. Pupils also function very efficiently as talking partners in lessons. During a lunchtime debating club run by and for older pupils the topic of, "Should children be vaccinated?" promoted thoughtful and considered debate. The writing skills of pupils are of a very high calibre, and they benefit from individual targets set in agreement with their teacher. The standard is reflected in the high quality of written work on display around the school. A scrutiny of pupils' workbooks also shows these skills are applied to all areas of learning.
- 3.8 Pupils' numeracy skills develop rapidly as they progress through the school. By the time they leave, pupils display excellent numeracy skills and apply their mathematical skills with confidence in other areas of the curriculum. This can be attributed to teaching which provides clear explanation, excellent modelling and a range of activities to meet the individual needs of pupils. For example, pupils described how they work out the significance of dates in humanities, and how they use algorithms to solve problems in science, technology, engineering and mathematics (STEM). In a mathematics lesson, older pupils successfully created their own decimal sequencing code using tenths and hundredths. The oldest pupils are able to expertly change the speed of sound from km/sec to m/sec in a science lesson. Children in reception confidently use their number bonds to 10. Younger pupils are highly competent in numeracy, using their knowledge of numbers effectively to help them work out how many beats different notes are worth in a music lesson.
- 3.9 Pupils display excellent information and computing technology (ICT) skills, although these are sometimes used in somewhat limited ways in other areas of learning. They explained how much their confidence in using ICT had developed during COVID-19 lockdown, due to the need to use electronic learning, as well as appropriate guidance and careful feedback. The oldest pupils demonstrated effective presentations about animals, while younger pupils displayed agile control and animation

skills. Pupils were observed making effective use of ICT in science, both as a tool for recording and also for research. The youngest pupils were seen to write, animate and present their own stories using technology with confidence to strengthen the final pieces.

- 3.10 Across the school, pupils show increasing proficiency in their study skills, so that by the time they leave, they are highly analytical and able learners. Pupils describe how they use taught strategies to sense-check and self-edit their work, which they do adeptly. They are skilled self-assessors, who make frequent use of frameworks for success to improve their work provided by skilled teaching. They describe approaches such as the ‘purple polishing pen’ to identify opportunities to improve the quality of their first drafts. Learners also exhibit mastery; in a Year 4 ICT lesson an “expert” assisted others with use of the animation programme, for example. Pupils displayed clear problem-solving skills in STEM club during a team challenge to make a bridge to cross the “Grand Canyon” using a variety of materials. Older pupils were able to synthesise methods for improving their egg-protector designs, based on effective analysis of their experimental findings. The oldest pupils hypothesised, knowledgeably, about what might happen in an experiment on sound and light when a balloon filled with flour is popped, guided by excellent teaching input. Pupils’ analytical skills are also excellent, as demonstrated by younger pupils’ dissection of the different features of a playscript and older pupils’ analysis of why the Mad Hatter is presented in different ways in two versions of *Alice in Wonderland*.
- 3.11 Pupils achieve notable success in academic and other achievements. All parents who responded to the inspection questionnaire agreed that the range of subjects was suitable for their child, and many pupils gain places at highly competitive selective schools, with some achieving scholarship awards. The school’s leadership has been successful at ensuring that a wide range of opportunities for success is available. Many pupils achieve plaudits and success in academic, sporting, cultural and artistic competitions, as well as external music and speech and drama examinations and through extra-curricular clubs. Teams succeed in regular multi-disciplinary fixtures, twice being runners-up in the ISA national netball finals, being placed in the top three teams in the regional Primary Maths Challenge and being semi-finalists of the southern regional science quiz club competition. Pupils also represent the school at the Southampton music festival and a large number achieve success in music and drama grade examinations. Pupils were witnessed delivering highly assured performances in speaking and listening examinations during the visit.
- 3.12 Pupils of all ages exemplify excellent attitudes to learning. They are highly productive and described how much they enjoy working collaboratively and being able to choose what to learn by determining their own goals. They show leadership in their learning, for example when younger pupils decided which information was the most appropriate to retrieve from a chapter of *The Lion, the Witch and the Wardrobe*. Teaching proactively empowers this approach, which has yielded great benefit for pupils and their learning. Younger pupils volunteered willingly to play and sing for the rest of the class in a performing arts lesson, for example, while groups readily and naturally gathered to analyse the story of the tortoise and the hare. Pupils in the older classes transition sensibly and purposefully between lessons and the youngest pupils worked diligently on an independent handwriting task without prompting. Pupils are aware of the need to determine their own learning, for instance by choosing their own level of challenge in English. Pupils in the calligraphy club demonstrated great persistence explaining that when they found calligraphy difficult they understood the need to “keep trying’ and “do it again”.

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

- 3.13 The quality of the pupils’ personal development is excellent.
- 3.14 Pupils across all ages exhibit very high levels of self-esteem, self-confidence and resilience, aided by empathetic teaching and affirmation. Almost all parents in the questionnaire agree that the school helps their child to be confident and independent. This was illustrated when younger pupils experienced disappointment in the quality of their answer to a complex question, and subsequently

showed grit and determination to succeed. Pupils know how to improve their learning due to excellent feedback and teaching of self-editing skills, as well as active promotion of resilience and learning skills. For example, they responded positively to setting their own challenging targets in English. Pupils know how to seek help with their personal and academic concerns and are able to explain how these can be addressed through the use of an “Ask it Basket” and the whole-school promotion of the “Learning Powers” of challenge, perseverance, reflection and responsibility. Pupils are well-prepared for the next phase of their education. Younger pupils describe how they begin to feel they are doing the work of older peers. Senior pupils speak confidently of how the school helps prepare them for senior school in different ways such by encouraging personal organisation. Younger pupils understand the importance of organising themselves and their belongings between lessons. The school is successful in its aims of developing happy, confident and passionate learners.

- 3.15 Pupils show a willingness to make their own decisions and a mature awareness that the decisions that they make affect their own success and well-being. They rapidly acquire the skills necessary for them to be excellent decision-makers due to leaders having successfully implemented whole-school strategies to support pupils’ decision-making skills. Learners’ excellent understanding of the importance of the decisions they make and the impact they might have within the school community is due to the highly nurturing environment that exists. For example, younger pupils are able to explain how important it is to select appropriate working partners with whom they will not ‘be silly’. Within the classroom, pupils frequently make appropriate decisions. For example, they understand the importance of choosing their own bronze, silver and gold challenge activities in an English lesson. Pupils spoke of examples in netball, where they must decide which type of pass to use, or in art, where they must decide on which thickness of brush to use. Pupils also make very effective decisions collectively, for example when some older pupils voted to rearrange the desks in the classroom, leading to a more productive and collaborative environment.
- 3.16 Pupils develop increasingly refined appreciation for the non-material aspects of life. Younger pupils explained that “friends are worth more than money” and how playing music raised their levels of happiness. Pupils’ growth in spiritual understanding is supported by the school’s PSHE programme, which is instrumental in creating opportunities for understanding of the non-materialistic aspects of life. In a philosophy lesson, older pupils displayed a keen sense of spiritual development when they explored the concept of the word “value” by comparing that of a painting of the Mona Lisa with a child’s drawing for their parent. Younger pupils described how listening to music helped to keep them calm. Pupils also display deeper spiritual understanding of others, being able to explain, clearly, the values of different religions and culture and what they learn when parents come and share the celebration of their own faith. Younger and older pupils are contemplative reflectors on non-material aspects of life, imagining what their own heaven or God would be like, for example.
- 3.17 Across all ages, pupils are extremely well behaved and show great respect for rules, some of which they have created and agreed themselves. For example, pupils created and agreed the guidelines for use of the new outdoor climbing frame which has led to its harmonious use during break times. Pupils demonstrate excellent understanding of Fundamental British Values, aided by ubiquitous displays and focused planning. During a very wet break at the end of the week, pupils were seen to be actively engaged in enjoyable and relaxing activities together, ranging from drawing through to a sit-up challenge. Pro-active engagement and willing staff involvement have led to excellent moral understanding being evident in pupils. Pupils of all ages are able to make clear distinction between right and wrong, respecting the school rules and taking responsibility for their own behaviour, as seen in numerous lessons and during break times. Younger pupils think of others, holding the door open for visitors and show patience when taking turns to read in English. All pupils and almost all parents who responded to the questionnaire agreed that the school actively promotes good behaviour.
- 3.18 Throughout the school, pupils demonstrate extremely high levels of social development and collaboration. A very large majority of pupil questionnaire responses agreed that pupils treat each other with respect. These skills and abilities are developed from the earliest age. Pupils describe how

they relish being able to work together, for example by making volcanoes to explode outside. Younger pupils were seen in performing arts, enjoying composing a sound story inspired by a cartoon. Pupils work extremely well either in pairs or in small groups. For instance, pupils collaborated very effectively in the samba percussion groups and the youngest children helped each other with their food over lunch. Older pupils collaborated effectively to achieve the common goal of recreating the Mad Hatter's tea party. Pupils explained how important it is to practise working with others, and their appreciation that not everyone works well together. Pupils of all ages are highly socially aware, as demonstrated by their respectful interactions with one another and adults. The school has been highly successful at implementing strategies to promote pupils' social and collaborative skills. An overwhelming majority of pupils said that they would recommend the school to a friend.

- 3.19 As they progress through the school, pupils willingly take on extra responsibilities and volunteer to serve others. Senior pupils spoke with pride about their responsibilities as prefects or leaders in sport, music or art, helping and guiding younger pupils. Others volunteer to be reading buddies with emerging readers, whilst older pupils conducted an extremely well-led tour of the school. Pupils demonstrate their understanding of the needs of others by considering, selecting and undertaking fund-raising efforts for organisations outside the school, such as a food collection for the Winchester Night Shelter, gifts for the Christmas Shoebox appeal, the Dogs' Trust, Blue Cross, Comic Relief and BBC Children in Need, although these opportunities have been necessarily limited during COVID-19 restrictions. The contribution made by pupils to others within the school is excellent. Pupils spontaneously support each other and this was evident in a range of activities across the school. These included, in an ICT lesson a younger pupil helped to set up an animation, another willingly helped others to blow up balloons up in a science lesson, whilst others offered inspirational quotes written in calligraphy club for a school gallery. School council members are active and responsible campaigners, resulting in the dining room's adoption of reusable cups and the decision of the design and purchase of the climbing frame. Older pupils showed kindness and empathy towards younger pupils during mixed-age interviews and the youngest pupils were seen fulfilling their responsibilities as kind members of their class by being helpful to others.
- 3.20 Pupils develop increasingly excellent awareness and respect for others' cultures, values, and traditions as they progress through the school, a finding agreed by every parent who responded to the inspection questionnaire. Pupils describe their appreciation of the culturally-diverse school community and the exemplary levels of respect shown between pupils across all ages is palpable. This is supported by initiatives such as the Culture Week, which pupils explained helped them to appreciate different customs, food and languages. Recently joined overseas pupils describe how their worries that they would find it difficult to fit in evaporated on arrival, as peers surrounded them eager to form friendships. Pupils respect and value diversity within society, which is shown by the great emphasis placed by pupils during discussions, on the importance of respect for others. Sensitivity and tolerance for those from different backgrounds and traditions are particularly evident in older pupils, whose excellent work on issues such as Black Lives Matter (BLM), women's rights and climate change is displayed prominently. Leadership and staff have been highly successful at implementing a curriculum that has resulted in a positive, tolerant and respectful centre of learning.
- 3.21 Pupils have an extremely well-developed sense of health and safety. This is successfully incorporated across the school curriculum with almost all pupils agreeing that the school teaches them about safety and that it is a safe place to be. They describe the importance of physical and mental health and explained how to enhance both of these to achieve a balanced lifestyle. This is aided by initiatives such as mental health week and a first aid day where younger pupils learn about cardio-pulmonary resuscitation and how to deal with asthma and broken bones. Pupils' awareness of issues such as food intolerances is highly refined, as demonstrated when an outside examiner was offered a home-made food item by a candidate, but not before being asked to confirm whether she had any allergies. Younger pupils designed informative posters that highlighted the need to bring nature into their lives for well-being, while others explained the components of a healthy diet and the importance of exercise and sleep for healthy development. In a physical education lesson, older pupils knew the

importance of safe positions when practising athletic activities and younger pupils understood not to use the climbing frame if it was wet. Pupils also understand the need for a healthy diet and in choosing healthy options for lunch. Senior pupils understand how to stay safe, and explained their mature understanding about the risks of alcohol, smoking and drugs.

## 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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited 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 Kerry Lord	Reporting inspector
Mrs Elizabeth Thomas	Accompanying Inspector
Mr Tim Lewis	Compliance team inspector (Deputy head, IAPS school)
Mrs Sarah Gillam	Team inspector (Head, ISA school)