



**ISI** Independent  
Schools  
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS**

**BELMONT GROSVENOR SCHOOL**

**NOVEMBER 2017**



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## SCHOOL'S DETAILS

<b>School</b>	Belmont Grosvenor School			
<b>DfE number</b>	815/6017			
<b>Registered charity number</b>	962198			
<b>Address</b>	Belmont Grosvenor School Swarcliffe Birtswith Harrogate HG32JG			
<b>Telephone number</b>	01423 771029			
<b>Email address</b>	admin@belmontgrosvenor.co.uk			
<b>Headteacher</b>	Mrs Jane Merriman			
<b>Chair of governors</b>	Mr Gordon Milne			
<b>Age range</b>	0 to 11			
<b>Number of pupils on roll</b>	165			
	<b>Boys</b>	88	<b>Girls</b>	77
	<b>Day pupils</b>	165	<b>Boarders</b>	0
	<b>EYFS</b>	62	<b>Juniors</b>	103
<b>Inspection dates</b>	14 to 16 November 2017			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Belmont Grosvenor School is an independent co-educational preparatory day school for pupils age 3 months to 11 years. The school was opened as a result of the amalgamation of two preparatory schools, and the main school building dates from 1850. The school is situated in the village of Birtswith outside Harrogate in North Yorkshire. It is run as a charitable trust and managed by a board of Governors.
- 1.2 The Magic Tree Nursery, which is part of the school's Early Years Foundation Stage (EYFS), is based in the old stable block attached to the main building, and is open all year round.
- 1.3 Since the previous inspection, the school has placed a greater focus on outdoor learning and integrated this throughout the curriculum for all age groups.

### **What the school seeks to do**

- 1.4 The school aims that its pupils come to enjoy and respect learning; develop as effective communicators and as independent critical thinkers and decision makers; accept challenges; appreciate and respect differences and live as informed, concerned and responsible members of society. It seeks to encourage pupils to creatively explore life, to develop the resourcefulness and self-confidence that will help them find solutions to problems and make a positive contribution to society. It endeavours to ensure that all pupils acquire the necessary foundations in literacy and numeracy and enhance their skills and performance in imaginative, creative and physical activities.

### **About the pupils**

- 1.5 The majority of pupils come from a range of professional and business backgrounds, mostly from white British and American families living within a ten-mile radius of the school. Nationally standardised data provided by the school indicates that the ability of pupils is above average. The school has identified nine pupils as having special educational needs and/or disabilities (SEND), five of whom receive additional specialist help for a wide range of learning difficulties. No pupils have an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for one pupil, whose needs are supported by classroom teachers. More able pupils are catered for in lessons and extra-curricular activities.

## 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. In addition, the standards relating to XYZ are also included. 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, the 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, changing and showering facilities for pupils and appropriate accommodation for their 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.
- 2.12 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. These include 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 those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, 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.**

## **THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE**

### **Overall effectiveness: the quality and standards of the early years provision**

- 2.19 The overall effectiveness of the early years provision is outstanding.
- 2.20 Children under two make rapid progress in relation to their starting points and are very well prepared for the next stage of their education. Planning is a strength of the setting, meeting the developmental needs and interests of the children; consequently, children are extremely happy and feel safe and secure within their nurturing environment. Requirements for children's safeguarding and welfare have been fully met, and staff work together as a strong and successful team who share their understanding and responsibilities and protect the children in their care. Strong leaders evaluate and reflect on their practice rigorously, ensuring continuous improvement.

### **Effectiveness of leadership and management**

- 2.21 The effectiveness of leadership and management is outstanding.
- 2.22 EYFS leaders share an ambitious vision for their happy and caring setting, providing exemplary levels of care. They are extremely successful in ensuring that babies and children under two achieve highly in their learning and development. Effective and regular supervision of staff is firmly embedded in practice, enabling key people to improve their role with pupils and parents. A well-established system of performance management provides staff with opportunities to further their own professional development and to share their new knowledge with colleagues, thus furthering children's learning and development. Staff continuously evaluate the provision of their setting; their own views and ideas are included in self-evaluation meetings. Parents views are regularly sought, in questionnaires and comment books and findings are acted upon; for example, when parents wanted their children to have more tasting experiences at snack times. EYFS parents' responses to the pre-inspection questionnaire were overwhelmingly positive, showing that parents are happy with the education their children are receiving.
- 2.23 The setting offers a very broad, well-balanced and exciting curriculum, incorporating all the areas of learning. Learning programmes meet all the statutory requirements. EYFS staff work as a conscientious team to plan an exciting range of challenging and creative indoor and outdoor activities which enthuse and motivate children and further their learning. They track individual achievements against the developmental goals, ensuring progress and preparing children well for the next stage in their learning. Equality, diversity and British values of respect and tolerance are actively promoted through policies and practice, in displays throughout the setting, and through the school's ethos and daily practice. This is an area that has been a strong focus for staff. Staff encourage a positive approach to behaviour management and guard against bullying. Arrangements for safeguarding are effective, and staff have received training about current statutory and government requirements, including those regarding the prevention of radicalisation and extremism, safeguarding and paediatric first aid. All policies are relevant and up to date. Regular risk assessments ensure that children are kept safe in their indoor and outdoor environments.

### **Quality of teaching, learning and assessment**

- 2.24 The quality of teaching, learning and assessment is outstanding.
- 2.25 Staff have high expectations of what each child can achieve and plan to challenge or support every child, according to their need. Planning includes tasks well-matched to individual children's needs. Practitioners have an excellent understanding of the EYFS and how it is delivered to under twos. Useful assessment information from parents is gathered when their children join the setting which helps inform baseline starting points. Staff are experts at supporting, encouraging and guiding children which promotes their active learning and understanding. For example, when praising

children for sharing their dolls by commenting clearly and specifically on their positive actions. Regular observations and assessments are carefully reviewed and monitored to provide next steps in children's learning. The recommendation of the previous inspection to extend opportunities for the use of technology in learning, teaching and assessment throughout the EYFS has been implemented successfully. Staff are proficient in using an online programme to assess children, and parents are pleased to contribute their comments to this. Children enjoy using the wide range of cause and effect toys, a light box, computers, smart boards, and tablets in their learning activities. Staff plan together daily ensuring a fresh approach and a response to individual children's needs.

- 2.26 The two-year check successfully identifies any areas for development or support and meetings with parents are clearly documented. Staff use high quality resources well to provide opportunities to encourage exploration and develop imagination, and free-flow access to outdoors encourages children to develop their physical skills and to take calculated risks. Staff continuously engage and interact with children, knowing when to encourage and when to sit back and observe. They use model language effectively, so that all children develop their language and communication skills well. Parents are given excellent information to help them understand how their children can progress and have many opportunities to be involved in their children's routines and learning. They are given information about the EYFS curriculum and areas of learning, and how they can help their children. Clear and useful reports are sent to parents twice a year giving clear suggestions as to how they can support their children. Children are taught to respect one another. Diversity is celebrated and pictures of different countries and cultures of staff and children are displayed and celebrated. For example, British children share thanksgiving activities with the American children in the setting. Staff are adept at supporting all children to acquire the skills they need to enable them to be able to progress to the next stage in their learning.

### **Personal development, behaviour and welfare**

- 2.27 The personal development behaviour and welfare of children are outstanding.
- 2.28 Staff work as a very successful, positive and united team, creating a nurturing environment where children are confident to take risks, explore and persevere at their tasks. Children confidently access activities as they develop their motor skills by pushing buggies around their outdoor area. Staff give them many opportunities to develop their independence and lead their own learning. Children have their own boxes where they keep their comforters and they are encouraged to put away dummies after naps. They persevere in mark-making tasks, using coloured markers to 'write a postcard'. Transition procedures are handled very sensitively with careful planning and preparation. Children visit their new room and spend time with their key person. A transition member of staff also moves with those children who are ready for the two-year-old room. A family atmosphere pervades the setting. Children form very secure bonds with staff. Younger babies enjoy reaching their toys and interacting with the other children. Toddlers who have hurt themselves spontaneously reach out their arms to be held and comforted by their key person. Practitioners cuddle and bottle feed babies as they read stories to their key children. Children who may be anxious about leaving their parents are promptly comforted and distracted by their caring key people. Attendance is regularly and promptly checked. Staff have high expectations of behaviour and are calm and positive role models. They foster a kind and happy environment. Responsibility is encouraged. Older toddlers are encouraged to help younger ones by fetching their coats. They begin to be aware of each other's needs and feelings when looking at happy or sad faces on emotion cards.
- 2.29 Close staff supervision and high levels of ratios ensure that children are safely cared for. Babies are pushed to sleep in their buggies. Children are encouraged to explore safely but made aware of trapping their fingers in the door. Children under two do not have access to the internet but care is taken to ensure that observations are only recorded on school equipment, and photographs are not taken without parental permission. Regular walks in the grounds and challenging outdoor experiences ensure that children can exercise and take risks in a safe environment. Carefully planned

menus and snacks encourage healthy eating. Children are encouraged to respect one another and are well prepared to make positive contributions to wider society and life in Britain.

### **Outcomes for children**

2.30 Outcomes for children are outstanding.

2.31 All children, including the more able and those who need extra support, make rapid progress from their starting points. Children settle quickly into the setting as they arrive in the morning, interacting happily with adults, choosing their own activities, looking at books and turning pages independently. Children join in enthusiastically with rhymes and songs, attempting to sing the words and do actions. They persevere with their activities. They develop their vocabulary well and start to link words together. They begin to feed themselves independently, at first using fingers and then progressing to a spoon. They are aware of hygiene routines and hand-washing and the security of their sleep routines. Children are kind to one another, offering building blocks to their friends and giving their key worker a hug. The youngest babies enjoy exploring their environment. By the age of two children reach or exceed the expectations for their age and are ready to move on to the next stage of their education.

### **Compliance with statutory requirements**

**2.32 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.**

### **Recommendation for further improvement**

The school is advised to make the following improvement to its provision for children in the early years.

- Continue to raise EYFS children's awareness of diversity.

### 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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Tree tops	Nursery (2 to 3 years of age)
Pre-reception	Nursery (3 to 4 years of age)

## Key Findings

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

- Pupils' communication skills are excellent. They can express their ideas and thoughts in an extremely mature way.
- Pupils achieve highly across the curriculum subjects and apply skills from one subject to another effectively.
- Pupils demonstrate excellent study skills.
- Pupils achieve high standards in music and creative arts.
- Pupils have a strong sense of how to learn and the strategies to use.

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

- Pupils take on responsibilities within the school with enthusiasm and maturity and work extremely well together.
- Pupils have a strong appreciation of their own culture and that of others and show considerable sensitivity towards those less fortunate than themselves.
- Pupils are highly self-confident and motivated.
- Pupils have a deep sense of right and wrong. Their behaviour is impeccable, and they show substantial respect for each other and value each other's opinion.
- Pupils of all ages demonstrate exemplary attitudes towards learning.

## Recommendation

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

- Ensure marking consistently helps pupils to improve.

## THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

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

3.5 Pupils of all ages and abilities develop high levels of skills which lead to significant success in their learning during their time in the school. The school does not take part in National Curriculum tests, but the available evidence from lesson observations, scrutiny of pupils' work, discussion with pupils and the school's own assessment data, show attainment to be above in relation to national age-related expectations. This level of attainment, as judged, indicates that pupils make excellent progress in relation to pupils of similar ability. Less able pupils and those with SEND or EAL make excellent progress because they are extremely well supported, and their progress is carefully monitored by the leadership and management. More able pupils respond to the challenges provided in lessons so that they accelerate their progress. The tracking system carefully assesses the progress of all pupils in mathematics and English and staff use this information to ensure that pupils are given appropriate work and support, with the result that all parents and most pupils who responded to the pre-inspection questionnaire agreed that the school enabled pupils to make good progress and develop skills for the future. The oldest pupils make excellent progress towards challenging external entrance examinations to competitive senior schools.

- 3.6 Pupils exhibit substantial levels of knowledge, skill and understanding across a wide range of subjects. From the EYFS onwards, they have notably strong linguistic skills which they ably apply across the curriculum. Pupils also demonstrate excellent physical, aesthetic and artistic skills and musicians show their particular talents through performing in front of their peers and taking part in local events and festivals. Pupils respond exceptionally well to the whole school initiatives of the school's leadership and management that has focused on the school aims to provide a broad curriculum in which outside learning is significant, alongside art, music and sport; all being as important as traditional academic subjects and recognising each pupil as a unique individual. Pupils of all ages are extremely articulate and confident speakers. They achieve highly because they have well planned lessons ensuring that they have full access to a wide and exciting range of subjects and activities, many of these using the outdoor facilities. Communication skills are a strong focus throughout the school; pupils regularly introduce items in assemblies and voice their strong opinions in school council meetings. They enjoy the fact that these opinions are respected and acted upon when appropriate. In lessons pupils give thoughtful answers to questions and enjoy debate and discussion. This was evident as older pupils discussed the differing personalities and lives of the wives of Henry VIII. This strength is developed so well because teachers strongly encourage pupils to express their ideas during lessons, and time is given to allow all pupils to share their opinions with staff regularly encouraging pupils to think and expand their thoughts.
- 3.7 There is a strong focus on pupils relating their learning and progress to the schools 'learning habits', such as independence, reflectiveness, risk taking, curiosity, perseverance flexibility and co-operation, which they do most effectively. Pupils' increasing language skills allow them to hypothesise and analyse which they readily do. Older pupils considered and discussed the relative appropriateness of snacks that should be made available to pupils as they took on the responsibility of selecting them for the rest of the school. In the EYFS, children have mature listening skills; they respond eagerly to instructions from their teacher and listen courteously to each other and particularly to stories. They use their strong knowledge of the sounds that letters make to recognise the giant chalk words set out for them and read simple sentences. Pupils write with imagination and enthusiasm displaying a high level of skills which are encouraged and supported from an early age. For example, younger pupils explored new vocabulary together as they described an imaginary friend, and, in response to guidance from a visiting author, the oldest pupils produced the introduction to a story which showed their talents in creative writing. Their work was exciting and atmospheric and contained a wide variety of descriptive vocabulary. Pupils are particularly talented at using dialogue in their writing as they are regularly encouraged to do so, for example, writing the script for a puppet play and skilfully making the puppets and then performing the play for the rest of the school.
- 3.8 Achievement in mathematics is excellent throughout the school. The foundations for understanding of number are strongly formed in the EYFS where number is an integral part of activities, for example in baking, where children become able to read a digital scale and begin estimating ingredients. The understanding and use of mathematics is systematically developed throughout the school ensuring that pupils are extremely competent at handling number and calculations and applying them in other subjects for example in geography whilst researching time zones and science when creating graphs. They are adept at solving word problems with tenacity and persistence, intent on success. Throughout the school the use of singing enables pupils to establish mathematical facts. For example, younger pupils sang the properties of 3D shapes and older pupils enthusiastically performed an action song based on decimals.
- 3.9 Pupils understand and apply the principles of scientific investigation and are confident in estimating and predicting findings as seen in their work. The practical nature of science lessons enables pupils to strongly develop their scientific skills and knowledge. Working together is a key factor in pupils' success as they make the most of the environment around them to further their studies. For example, younger pupils after learning about Carroll Diagrams in the classroom, collected natural materials from forest area to make their own diagrams on the playground. Pupils regularly use appropriate subject-related vocabulary in lessons. In science, pupils were able to explain the

historical development of planetary theory whilst preparing a timeline. From an early age, pupils are confident and able in their use of information and communication technology (ICT). In the EYFS children have an enthusiastic approach to using interactive resources as they adeptly move the mouse to drag jigsaw pieces into a frame or investigate materials using the light box. Older pupils' dedicated lessons give them opportunities to develop their skills which they do successfully and their enthusiasm about the coding club is infectious. They enjoy working in small groups to design games applying their coding skills and logical reason. They are given many opportunities to transfer their skills across other areas of the curriculum.

- 3.10 Pupils have excellent study skills and capably use a variety of sources independently to consolidate knowledge because learning resources are made easily available to them by teachers and they are encouraged to use their imagination and initiative. Their high order thinking skills are evident when pupils explain what they have learnt and what they found harder to grasp. They understand that it is acceptable to make mistakes as this is a way to improve their work. However, marking does not consistently guide pupils as to how they can move forward in their learning. This is reflected in pupils' responses to the questionnaire, as a small number of pupils disagreed that marking helped them improve their work, and a majority said that they did not know how well they were doing in their subjects. Discussion with pupils and scrutiny of work showed that much direction and guidance was often through individual discussion of their work with their teacher and pupils felt that this was extremely helpful. Pupils ably collaborate whilst problem solving and extend their flexibility in thinking as they participate in the outdoor enrichment mornings where they respond exceptionally well to challenges set for them. Exciting lessons and activities consistently promote pupils strong love of learning.
- 3.11 Pupils achieve extremely well across a wide range of activities outside the classroom. They regularly enter a range of musical events and festivals with considerable accomplishment and speech and drama successes including public speaking, are very strong. Pupils also achieve well across a range of sports including rugby, football, netball, rounders, cross country and swimming. The quiz and the design technology engineering and maths (STEM) teams have achieved considerable success, the girl's team gaining first place in a recent local competition to design a hovercraft and as the result of a combined team effort the school were winners in the primary schools' section of the International Festival of Quilts 2017; the quilts are much celebrated by the school community. Leaders appreciate that some children have particular talents, which surpass what they are able to offer as a small school, therefore they positively promote and support their attendance at clubs, classes and competitions led by external providers, ensuring that all pupils develop high level skills in areas in which they display particular talents. Because specialist teachers know every child, they can identify early where their strengths and abilities lie and encourage them in pursuit of excellence. This results in pupils gaining national recognition in sports such as gymnastics and biathlon, and local success at tennis and Lord Tavernors cricket.
- 3.12 Throughout the school pupils display excellent attitudes to learning; they are enthusiastic learners who are determined to give of their best, eager to participate in all activities that are made available, and who use the school's 'learning habits' as a measure for their inspiration and determination. In the EYFS, children are confident, eager learners who develop strong core skills through investigation and play. Younger children have extremely positive attitudes to learning and join in activities with great enjoyment and enthusiasm. This is particularly so in the activities provided in the forest areas, where team work and decision making entice children to engage wholeheartedly. Pupils are enquiring learners and eagerly ask questions. Older children relished the opportunity to discuss why the fire of London spread so quickly. Younger children showed their excited interest in their eagerness to ask questions to find out more as they watched older pupils, supported by staff, proudly illustrate the effects the fire had by setting alight to their models of buildings so bringing learning to life for these young children. Pupils express their ideas clearly, and frequently ask insightful questions to further their knowledge and vocabulary.

## THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate excellent levels of perseverance both in lessons and activities. They follow the school practice of encouraging independent learning and increasing perseverance, resilience and research skills, as they are encouraged in lessons to follow the '4Bs' school philosophy; to use their brain, to browse and seek help from a buddy, and finally, only if needed, seek help from the teacher. Hence, they are able to evaluate their own need for assistance and demonstrate their ability to act accordingly thereafter. Children in the EYFS are confident in their abilities as they explore natural resources in the forest areas and confidently use random objects found, in their learning and play knowing that they are in a safe environment.
- 3.15 The pupils are confident and self-aware. They regularly reflect upon their own achievements and can offer mature, self-critical observations of their behaviour and work when needed. In the EYFS, children assuredly express their feelings and ideas in front of their peers; for example, in an assembly based on differences, whether this being race, beliefs or appearance, they confidently added their opinions to the discussion stating that everyone was important and special. In interviews, pupils throughout the school said that this confidence supports them in improving their work, assured that their teachers will offer valuable advice and assistance when necessary. Pupils' high self-esteem is further underpinned by the variety of reward systems in place. Pupils value the school's recognition of their achievements as these are regularly celebrated during whole school assemblies; these include personal achievements and contributions to school life. The paper chains seen in classrooms which are awarded based on achievements associated with the schools 'learning habits', are highly valued by pupils. These awards are considered to be team efforts. From the EYFS onwards pupils take responsibility for their behaviour and understand that their actions may affect others and that poor behaviour has consequences. The kindness tree exemplifies pupils' strong consideration of and kindness towards others, successfully embedding the school's philosophy of respect for others. Pupils are proud to add their leaves and have an excellent understanding of the school's expectations and values which they ably demonstrate at all times. There exists an air of respect throughout the community of the school, a behaviour valued by all.
- 3.16 Decision making comes naturally to the pupils as they are consistently encouraged to make decisions in lessons. They also maturely consider the consequence of these decisions, as seen in a design technology lesson in which pupils analysed and rationalised the design and the materials that they had used in making their car; they were critical of their efforts while making considered decisions for improvement. The school council takes their responsibilities seriously recognising that it is a democratic way for their views and aspirations to be aired and considered. They know they have a voice within the school and the school council meetings give them a platform to use this voice. They put forward cogent arguments for their wishes but are happy to maturely listen to the arguments for and against before decisions are made. Pupils display a common-sense attitude and listen to reasoned explanations well. They relish the opportunities to take on responsibilities in school, including those of prefects, house captains and school council members, and members of the Eco club or performing arts representatives. The Eco committee take their responsibility seriously and vigilantly turn off lights and computers when not in use. Older pupils enjoy the opportunities they are given to support younger pupils. The school leadership, and all adults in school, promote the school's pastoral aims very well. All parents who responded to the questionnaires felt that the school successfully promotes an environment that supports their children's personal development and meets their children's pastoral and welfare needs effectively.
- 3.17 Pupils have excellent social awareness and ability to work together for the good of the school community. During discussions pupils enthuse about the honour of representing their school and the team work it required in order to achieve success. Pupils contribute happily to their local community and make a considerable contribution towards the lives of others. This includes singing in a local home for the elderly, performing concerts and packing customers' bags in a local supermarket. They

are passionate about ensuring the environment is looked after, for example, by planting flowers in local areas as part of the *Britain in Bloom* initiative. Pupils enthusiastically take pride in their school environment and are determined to safeguard it from litter; the school council initiated the addition of more rubbish bins around the school to this end. Pupils regularly enjoy working to support the needs of others through charity work. They support many local and international charities and in this regard, they demonstrate genuine empathy and compassion. They enthuse about their many charity events; one of their most recent successes resulted in the donation of funds to a local children's hospital.

- 3.18 In the questionnaires, almost all pupils and parents felt that the school promotes values of democracy, respect and tolerance for those with different faiths and beliefs. Pupils have well developed understanding of what it means to be British. Through assemblies and regular discussion, they understand what British values are. The explanations and focus is simplified for younger pupils never the less, there is a same sense of understanding. Together with this, pupils show an appreciation of other cultures and people who are different from themselves. They particularly enjoy the Thanksgiving celebrations with their American peers. They show great sensitivity to each other and those less fortunate. Pupils are aware and understand the significance of different religions and maturely enter into discussions in their religious studies lessons and appreciate other cultures and people who are different from themselves.
- 3.19 The quality of the pupils' spiritual development is evident throughout the school. The pupils are confident and self-aware. They regularly reflect upon their own achievements and can offer mature, self-critical observations of their behaviour and work when needed. They demonstrate a strong sense of reflection on non-material aspects of life in assemblies, particularly in the joyful singing of the choir. Pupils enjoy the community aspect of sharing their music with others. Their enthusiasm for music is encouraged by their participation in a wide selection of types of music selected by the staff. The high quality of art on display around the school demonstrates the pupils' appreciation of beauty and their capacity to think beyond day-to-day issues. In assemblies they thoughtfully reflect on their own values and respond to the opinions of others. Pupils' strong appreciation of the school values is promoted through the word of the week which allows pupils to reflect and respond as to how this impacts on their lives and the lives of others. In discussing the word remembrance, they suggested a wealth of memories that had impacted on their lives. Pupils learn to appreciate art, music and drama through a variety of curriculum areas. In the EYFS, children are aware of spaces around school and times of the day where quiet reflection is possible. The addition of a sensory garden provides opportunities to reflect and contemplate.
- 3.20 From the EYFS onwards, pupils know how to keep safe. Pupils are advised about and given opportunities to discuss safety issues. Outside learning strongly promotes this and EYFS children could confidently recite the safety precaution needed when lighting a fire. They are aware of how to keep safe when using the internet, and most pupils who responded to the questionnaire said they knew how to keep safe online. Pupils are confident that if they have any concerns, there is a member of staff to turn to. All parents in response to the questionnaire felt that the school promotes an environment that supports pupils' personal development and meets pastoral and welfare needs effectively. The regular reminders and specialist speakers reinforce pupils' safety. Pupils understand the need to stay fit and healthy. Regular exercise is paramount in school activities and the school ensures that it is regular and enjoyable, and that its benefits are understood.

#### **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 assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

#### **Inspectors**

Mrs Linda Donowho	Reporting inspector
Mr Garry Leeson	Compliance team inspector (Compliance manager, HMC school)
Mr Neil Price	Team inspector (Headmaster, IAPS school)
Mrs Bridget Forrest	Co-ordinating inspector for early years
Mrs Joanne Kaye	Team inspector for EYFS (Teacher, IAPS and HMC school)