



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Whitehall School

October 2022

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School's Details

School	Whitehall School			
DfE number	873/6015			
Early Years registration number	EY449864			
Address	Whitehall School 117 High Street Somersham Huntingdon Cambridgeshire PE28 3EH			
Telephone number	01487 840996			
Email address	office@whitehallschool.com			
Headteacher	Mr Chris Holmes			
Proprietor	Whitehall School Limited			
Age range	6 months to 11			
Number of pupils on roll	105			
	EYFS	53	Juniors	52
Inspection dates	4 to 6 October 2022			

1. Background Information

About the school

- 1.1 Whitehall School is a co-educational day school situated near Huntingdon. It was opened in 1983 and is owned by the members of one family who are the directors of the school. Since the last inspection a new Head Teacher has been appointed in 2019.

What the school seeks to do

- 1.2 The school's aim is to provide a thriving environment where children flourish academically, personally and socially, having the opportunity as individuals to develop strong academic skills and to build self-esteem and confidence in preparation for moving on to secondary school and into life.

About the pupils

- 1.3 Pupils come from a wide range of backgrounds, reflecting the local area; most live within a 15-mile radius of the school. The school has identified seven pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyscalculia; these children are supported by the SENCO and their class teachers. No pupil in the school has an education, health and care (EHC) plan. There are no pupils who use English as an additional language. Data used by the school have identified six pupils as being the most able in the school's population, and the curriculum is modified for them within the classroom.

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, 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 National Curriculum tests in the years 2018, 2019 and 2022 confirm 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. The quality and standards of the Early Years Foundation Stage

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

- 3.1 The overall effectiveness of the early years provision is good.
- 3.2 Leaders have a good understanding of the EYFS Framework and implement a curriculum that meets the relevant statutory requirements. The curriculum supports the children's development in the prime areas of their learning well. Leaders and staff demonstrate a deep knowledge of how children of this age learn and develop. All children under the age of two make good progress from their starting points and are well prepared for the next stage in their education.
- 3.3 The setting meets the needs of all the children well. Children are extremely happy and secure in the caring and supportive environment. Dedicated staff form warm and caring relationships with all children and the level of care is consistently high, ensuring that children can benefit fully from the activities on offer. All requirements for children's safeguarding and welfare have been met. Leaders and staff have an excellent understanding of safeguarding and welfare requirements, and they fulfil their responsibility for protecting children diligently.
- 3.4 The supportive leadership team works closely with staff to evaluate practice and share a clear vision for the future. This ensures that all children receive the best possible support, and a process of continuous improvement impacts positively on the quality of the children's learning and development.
- 3.5 The recommendation from the previous inspection, to establish structured programmes for the monitoring of teaching and learning has been implemented.

Quality of education

- 3.6 The quality of education is good.
- 3.7 Leaders undertake a process of regular review to ensure that learning programmes cover the requirements of the EYFS. The curriculum provides opportunities for children to develop their communication and language, physical skills and personal, social and emotional development, and is appropriate for all children in the setting.
- 3.8 Staff demonstrate that they have a good understanding of how babies and young children learn and develop. They ensure that all children are well supported through their engagement with the well-planned activities and take every opportunity to encourage and extend children's language and social skills through skilful modelling. Staff introduce early mathematical language and skills; for example, by naming the shapes in a shape sorter and counting by pointing to numbers displayed in the outdoor area. Younger children look for vegetables in a container of rice and count those they find. Resources and games are rotated regularly to encourage variety and an independent approach. Positive feedback is given to the children through praise and encouragement, which helps them to acquire the skills and attitudes to learn effectively.
- 3.9 Practitioners ensure children meet developmental milestones in all areas of learning and this is evident in their tracking of children. However, learning intentions and implementation are not always tailored to individual children and do not always effectively identify individual interests and next steps in their development.
- 3.10 The experiences that the children receive provide them with a solid foundation on which their future learning can be built. All children from the earliest age, are well prepared for the next stage in their education.

Behaviour and attitudes

- 3.11 Behaviour and attitudes are outstanding.

- 3.12 Children have very positive attitudes to learning. They are confident to explore their environment and play imaginatively with toys and objects that are familiar to them. They show great enjoyment in their learning and make excellent use of the resources available in the rooms that allow them to explore and make choices.
- 3.13 Children demonstrate extremely high levels of concentration when engaged in an activity. They watch and listen with interest to the adults supporting them and are self-motivated to join in with new activities. This was observed when a child watched with interest other children digging in sand and exploring vegetables. They eventually wandered over and used the tools successfully to dig and collect the vegetables themselves.
- 3.14 Children are keen to 'have a go' and will persevere until they manage to do something. For example, a child worked at zipping up her bag by herself without any adult interaction or encouragement. Children maintain focus on activities for appropriate periods of time, enabling them to develop good habits for future learning. At group time they sustain high levels of concentration as they join in singing familiar songs and rhymes and when listening to stories.
- 3.15 Children are taught to be kind and considerate and the high-quality support provided by staff encourages their excellent behaviour as they are gently encouraged to share or help tidy up. The setting has a highly effective partnership with parents which successfully promotes children's regular attendance. Procedures are in place to investigate unexpected absences.

Personal development

- 3.16 The personal development of children is outstanding.
- 3.17 Extremely effective care practices support children's emotional security and the development of their character, so that they feel safe, happy and secure. Staff respond very well to individual children's needs in a sensitive and caring manner. For example, when one of the children was upset at nap time they were quickly comforted and reassured. Children confidently engage with staff at sleep time and settle quickly and independently, displaying high levels of confidence and security in their routines and carers. Parents typically commented to inspectors how pleased they are with the high standard of emotional support their child is given and that they are confident that the setting will look after their child in a manner that is best for them.
- 3.18 Staff have an excellent understanding of how to support children's development of confidence and independence. Time is given for them to try things for themselves. For example, children are encouraged to put on their waterproofs and wellies before going into the outdoor area or given a tissue to wipe their own nose or face before support is given. At meal and snack times staff encourage children to wipe their hands and faces and support those unable to do so independently. Children show great independence when selecting story and song spoons to request their favourite songs and stories. They are encouraged to start to manage their own emotions through careful and sensitive support and modelling by staff. Children know their routines well, which demonstrates their growing sense of independence. Parents are informed of their child's daily routines through daily diaries and verbal feedback.
- 3.19 Staff know each child very well, particularly through the highly supportive key person system. Children feel confident with the adults in the setting, which leads them to feel safe, secure and very happy. They know they can seek reassurance from their key person at any time. Staff help children to lead a healthy lifestyle from the very beginning of their time at the setting. They are provided with high-quality cooked food, fresh drinking water and healthy snacks. They have regular access to the outdoor learning area and wider school grounds for exercise as well as spending time at the local nature reserve and park. However, there are limited opportunities to take risks and challenges in their own outside learning area as resources do not fully promote physical development. Hygiene practices, which are followed by everyone, ensure that the personal needs of the children at this age are met appropriately. All staff give high priority to safeguarding and are aware of their responsibilities to

ensure that they meet the EYFS statutory requirements for safeguarding, welfare and learning and development.

- 3.20 Staff are highly effective in preparing children for life in modern Britain, by allowing them to make decisions and follow a set of simple rules. As they encourage them to share and take turns, children learn to respect and care for one another. The setting celebrates festivals and events from British and other cultures and British values are fundamental to daily life. All children are offered the same experiences and their individual needs are catered for and supported.

Leadership and management

- 3.21 Leadership and management are good.
- 3.22 Leaders and managers have a clear and ambitious vision for the ongoing development of the provision to ensure that each child is given the best possible start to their education. The views of staff and parents have been considered when devising the most recent action plan for the EYFS.
- 3.23 Effective systems are in place for staff professional development and appraisal leading to clear identification of training that benefits both the setting and the individual. Staff are appropriately qualified and are well supported by leaders and managers. The regular system of individual supervision meetings enables staff to discuss improvement and consider their own well-being and development.
- 3.24 The setting has strong links with parents. In conversations they reported that they are overwhelmingly appreciative of the care their children receive. Responses to the pre-inspection questionnaire reveal that parents have an extremely positive view of the setting. However, some commented they would like to receive more information on their individual child's day to day learning and progress using the existing online system. Leaders and managers know the children very well and respond quickly to their needs, including those of any who have SEND or additional needs. The setting can use internal specialist help when required and where necessary access support through local external services. Thorough systems are in place to ensure that every child's needs are met.
- 3.25 The proprietor and directors are fully aware of the requirements of the EYFS and oversee and support the leaders effectively. The proprietor communicates regularly with staff and visits the setting to ensure that policies and procedures are implemented fully. High priority is given by the staff to safeguarding and the implementation of all health and safety policies to ensure that children are kept safe. Leaders fulfil their statutory duties regarding equality, safeguarding and safer recruitment.

Compliance with statutory requirements

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

Recommendations for further improvement

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

- To fully meet the learning needs of individual children, ensure that curriculum planning and implementation are sufficiently tailored to specific levels of development and interest.
- Enable children to strengthen their physical development by increased provision of challenging resources within the nursery area.
- Strengthen use of the existing online communication tool to keep parents fully informed about their child's individual learning and progress.

4. Educational Quality Inspection

Preface

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. 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>
Nursery	Pupils Under 2
Toddlers	Pupils Aged 2–3
Foundation	Pupils Aged 3–4
Reception	Reception

Key findings

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

- Pupils' attitudes towards their learning are highly positive, supportive and respectful. They work equally well independently or collaboratively.
- Children develop excellent skills for literacy. They are excellent writers and listeners who demonstrate real interest in the views of others.
- Pupils' skills for independent learning and research are less well developed.
- Pupils are competent users of technology but their use of it across the wider curriculum is limited.

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

- Pupils see the school as an extension of their family. They eagerly involve themselves in community events and relish opportunities to work cooperatively for the benefit of others.
- Pupils accept and celebrate difference and feel strongly that they can be themselves whatever their backgrounds.
- Pupils have a strong understanding of how to keep safe and healthy, physically, emotionally and when using technology online.

Recommendations

4.3 The school is advised to make the following improvements.

- Develop pupils' ability to take leadership in their own learning and independently develop their own ideas and interests.
- Develop pupils' use of technology across all areas of the curriculum.

The quality of the pupils' academic and other achievements

- 4.4 The quality of the pupils' academic and other achievements is good.
- 4.5 The school's aim to provide a thriving environment where children flourish academically is successfully met. Pupils from Nursery onwards make good progress from a broad range of starting points. The results of National Curriculum tests for the years 2018, 2019 and 2022 all show that pupils achieve above and sometimes well above the national expectation for children of similar age at the end of Key Stage 2. The results of other internal assessments, scrutiny of books and lesson observations, show attainment to be good in relation to national age-related expectations. Pupils achieve excellent results in entrance examinations to senior schools, and over the last three years all pupils have gained entrance to their first-choice senior schools a number with awards for their academic success and drama. Almost all parents who responded to the questionnaire agreed that the range of subjects, including for online learning, is suitable for their children and a similarly high proportion also agreed that teaching enables their children to make progress.
- 4.6 Children in the EYFS make a good rate of progress. A varied programme of activities ensures that their interests and aptitudes are identified and developed successfully over time. A thorough tracking process is used to identify children who require extra support so that appropriate strategies can be introduced early to narrow any gaps in learning. The most able children successfully extend their learning and thinking in class by taking on increasingly challenging activities. Children enjoy their learning and are active and independent learners from the earliest stage in Toddlers, where they independently choose resources to undertake a wide range of activities and confidently use their imagination to tell each other stories in the outside area. Rapid independent learning was evident in Foundation as pupils confidently explored the woodland area and successfully identified insects they discovered. Pupils' needs are well understood. Teachers are excellent role models, and regular communication between staff ensures that planning for the range of needs is well understood and implemented, resulting in strong outcomes for all pupils. Pupils with additional needs make similar progress to other pupils because of the excellent quality of intervention provided. Sensitively targeted support in lessons is well managed, overseen and reviewed regularly. Pupils confidently report that teachers always find a way of helping them understand areas of learning that are more challenging for them. The most able pupils extend their own learning in lessons and successfully complete a range of challenging material. Subject staff are particularly skilful in providing appropriate levels of challenge.
- 4.7 Pupils develop good knowledge, skills and understanding across the curriculum due to the reflective learning approaches they are taught from an early age. This includes the use of a plan, do and review approach which younger pupils outlined in detail in interviews. Pupils enjoy their learning and across the age range are confident and curious learners who acquire new skills quickly and demonstrate good levels of understanding. For example, younger children demonstrate excellent understanding of the way that the body works and successfully identify several internal organs. Older pupils display good, competent and strong investigative skills as they consider how much water it would take to dissolve candy floss and what variables might be involved. Teachers are excellent role models who provide learning opportunities that are diverse and engaging. Regular high-quality marking and verbal feedback are provided in a way that constantly requires the pupils to think for themselves first, ensuring that their own process of reflection and review is fully embedded. Pupils are not afraid to take risks with their learning or contribute their own ideas; however, opportunities for them to develop and manage the direction of their own learning are less well developed.
- 4.8 Pupils' speaking, listening, reading and writing skills develop to particularly high levels as they move through the school. They are articulate and feel confident to contribute their own ideas in class. For example, younger pupils confidently discuss stories and enjoy predicting what might come next and older pupils expressed their own ideas and those of their peers eloquently in a school council meeting. Pupils demonstrate an excellent knowledge of writing for different purposes, whether persuasively, descriptively, fiction or fact. They use an excellent range of techniques to build tension in their writing,

demonstrated by younger pupils as they completed a story about a bicycle ride which did not turn out the way it was planned. Pupils use a wide range of mature vocabulary across a range of genres to engage their reader, as seen through poetry written by older pupils on the theme of the changing seasons and when writing creatively in the style of Rudyard Kipling. Leadership has been highly successful at developing and embedding opportunities for pupils to develop their communications skills to the full.

- 4.9 Pupils of all abilities demonstrate good progress in mathematics over time. They enjoy mathematics and develop strong core skills which they apply enthusiastically to problem solving and other curriculum subjects. Younger pupils in Reception demonstrate good use of number as they confidently write numbers to 5 and recognise numbers to 20 and beyond. Older pupils work confidently with squared and cubed numbers and apply their knowledge well to a range of problems. The most able mathematicians demonstrate highly effective problem-solving skills and proudly support their peers when they need help.
- 4.10 Pupils develop confident and competent skills for the use of technology. Using a range of devices, they learn how to code, use the internet effectively for research and use presentation software confidently to deliver engaging presentations for their peers at the end of a unit of learning. Younger pupils demonstrate good coding skills as they programme robots to complete a number of different movements. Older pupils demonstrate good understanding of the ratings given to films and online games and were able to articulate clearly what they meant on a practical level. Pupil use of technology across the wider curriculum is less well developed due to pressures in the curriculum and range of available resources.
- 4.11 Skills for the performing arts develop well from an early stage, as all pupils have regular opportunities for performance and enjoy specialist teaching in music and drama. The range of performance opportunities for the pupils, results in confident and capable outcomes at all levels. Younger pupils develop a genuine love of music through singing together or attending large scale concerts such as *'The Young Voices'*. Older pupils enjoy the experience of choral music days with other schools or working together to prepare for productions which often have an ecological theme. A number of pupils play an instrument and are successful in external examinations. Skills for artistic endeavour are well developed. Pupils work with a wide range of materials and styles with good results as they explore the work of different well-known artists.
- 4.12 Pupils actively enjoy the range of sports available to them and all ages develop their physical fitness and skills to a good level. Although numbers prevent the school from participating in most external team sports, pupils learn an appropriate range of skills and take part in mini competitions internally. The school has been particularly successful in regional cross country and swimming events. Individual pupils have represented Great Britain in the Tang Soo Do World Championships in America and achieved first place and runner up in their age category. Other pupils represent the county for gymnastics, boxing and represent a local diving club. Pupils develop their own interests and talents to a good level through a range of varied extra-curricular opportunities. This programme of clubs and activities provides pupils with opportunities to develop a range of their own interests, including chess, photography and animation, Japanese, gardening and football. In their responses to pre-inspection questionnaires, a very small minority of parents felt that the school does not provide a suitable range of extra-curricular clubs, but inspection evidence found that, for the size of the school, the programme is of good quality and range.
- 4.13 Pupils' attitudes to learning are exceptionally positive. They are highly enthusiastic, curious and extremely supportive of each other's achievements. They delight in working together to achieve common goals, as demonstrated through the success of their end of year productions where everyone takes on an important role. They demonstrate mature levels of collaborative working from an early age. The pupil's ability to demonstrate initiative and independence and take on leadership in their own learning are less well developed due to more limited opportunities across the range of the curriculum being provided to develop these skills for the future.

The quality of the pupils' personal development

- 4.14 The quality of the pupils' personal development is excellent.
- 4.15 Pupils develop high levels of self-esteem and self-confidence, enthusiastically challenging themselves to succeed. They value the ethos of the school and feel that they are all part of an extended family. They feel safe, secure, valued and happy which meets the aim of the school to build self-esteem and confidence in preparation for moving to secondary school and into life. In the questionnaires, parents commented positively on how well their children are prepared for the next phase of their education. The reflective management team regularly consults pupils to develop and promote systems for personal development, such as when developing the new behaviour code. Pupils develop a strong awareness of their strengths and areas for development and their place in the world through the well-structured assembly programme, daily opportunities to spend time with their class teachers and a comprehensive personal social and health education (PSHE) curriculum.
- 4.16 At each stage, pupils show a strong ability to make decisions about their learning and friendships. They are keen to improve and generally make good choices leading to better understanding across all aspects of their life at school and home. Pupils have many opportunities to play a significant role in the way that the school works for them and are confident that their ideas and decisions are heard and acted upon. They report that they feel well supported to make effective decisions to seek support if they have difficulties with their work or their own personal well-being.
- 4.17 Pupils are happy to openly articulate their thoughts on spirituality in its broadest sense. Their strong spirituality was particularly evident in the way that they sang together and in interview discussed the impact of music and art on their emotions and the way that both can lift people's spirits. It was also demonstrated in the way that they care for the natural world in the woodland area and show genuine concern and care for the feelings of others and those less fortunate than themselves. They are highly aware of the need to protect the planet and work hard in Eco Club to make a difference in their own community. Leaders and managers are fully committed to providing opportunities for pupils to explore and experience spirituality across the curriculum and in the wider world.
- 4.18 Throughout the school there is a strong sense of pupils trying to do the right thing. Pupils have been fully involved with the recent review of the school's behaviour code and, as a result, have an excellent understanding and respect for the guidelines now in place. They understand why communities need rules and can adapt these to the wider community, thus recognising the need to respect the country's laws. As a result, behaviour in the school is excellent. Pupils respect the reward and sanction system and are keen to work with staff to ensure a happy and safe school environment. They have a clear understanding of the difference between unkindness and bullying and are aware that both are unacceptable.
- 4.19 Pupils develop excellent social skills. They readily support each other to achieve success, due to the deeply embedded family ethos running throughout the school community. Older pupils take pride in ensuring the happiness of the younger children during breaktimes as monitors and provide excellent role models for them. They enjoy reading with them and provide a listening ear when things go wrong. Regular collaboration in class, helping in the delivery of assemblies and concerts, or taking responsibility for organising house events, are all ways in which pupils demonstrate strong social awareness.
- 4.20 There is a genuine sense of care evident across the school. Pupils want to make a difference and make the community a happy place. They relish taking on a wide range of responsibilities to help the smooth running of the school, and pupils of all ages take a lead in discussing concerns and issues affecting the whole community in their classes, then reporting back to the school council and senior leaders to effect change for all. They cite the establishment of the Eco-Club, the introduction of new playground equipment and the successful organisation of charitable events, as successful outcomes from school council discussions. Pupils are keen to raise money in self-generated initiatives and supply imaginative

ideas for raising money to support groups close to their own hearts and lives. They have a well-developed sense of responsibility for others less fortunate than themselves.

- 4.21 Pupils show high levels of curiosity, respect, tolerance and acceptance of different faiths, actively enjoying sharing their own customs with each other. The school welcomes pupils from a range of different religions and cultural traditions and this supports a natural approach to integration and acceptance. Pupils show a strong appreciation of their cultural backgrounds and are interested in each other's customs and practices. They recognise diversity within their community, yet they understand the value of equality. Their accepting and inclusive attitudes are developed through a comprehensive PSHE programme and in assemblies and regular theme days that focus on accepting everyone as an individual. Older pupils warmly welcome new children to the school and are quick to offer them support to ensure that they settle in quickly and are confident in their new community.
- 4.22 Pupils develop an extremely good awareness of the importance of a balanced lifestyle in terms of diet, exercise and mental and emotional health. They demonstrate a strong awareness of the importance of making good food choices in order to stay healthy and explain that it is important to have a balance of different food groups on the plate. Pupils of all ages enjoy developing sporting skills and are keen participants in games and physical education activities, as well as swimming. Pupils are very aware of the need to be emotionally healthy and understand the benefit of taking time out sometimes for reflection or listening to music and having time with their friends. Their awareness of the need to be safe when using the internet or mobile phones is extremely strong from a very early stage. The strong focus on e-safety across the school in PSHE and computing lessons as well as assemblies and themed events, results in pupils having a strong awareness of what to do if they receive material they are not comfortable with. Pupils are confident they know how to report concerns to a trusted adult, and all those who responded to the questionnaire agreed that the school encouraged their children to adopt a healthy lifestyle and is a safe place.

5. Inspection Evidence

- 5.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended school council. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Diane Gardiner	Reporting inspector
Mr Stuart Bain	Compliance team inspector (Deputy principal, ISA school)
Mrs Evelyn Gibbs	Team inspector (Head of pre-prep, HMC school)
Mrs Valerie Holloway	Co-ordinating inspector for early years (Former head of nursery and kindergarten, IAPS school)
Mrs Victoria Plenderleith	Team inspector for early years (Former head of pre-prep, IAPS school)