



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Hazelwood School

January 2019



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School's Details

School	Hazelwood School			
DfE number	936/6252			
Early Years registration number	EY394827			
Registered charity number	312081			
Address	Wolf's Hill Limpsfield Oxted Surrey RH8 OQU			
Telephone number	01883 712194			
Email address	headspa@hazelwoodschool.com			
Headteacher	Mrs Lindie Louw			
Chair of governors	Mrs Annabel Lark			
Age range	0 to 13			
Number of pupils on roll	593			
	Boys	329	Girls	264
	EYFS	198	Juniors	321
	Seniors	74		
Inspection dates	15 to 17 January 2019			

1. Background Information

About the school

- 1.1 Hazelwood School is an independent day school for boys and girls aged between 0 and 13 years. The school is a charitable trust administered by a board of governors. The school was founded as a boarding school for boys in 1890. Girls were admitted for the first time and a pre-prep department established in 1978. The Early Years Foundation Stage (EYFS) pupils, including children under the age of two in the registered setting, are accommodated on a separate site approximately a mile away from the main school. Since the previous inspection the school has introduced a new scheme for teaching language in the EYFS and refreshed its upper school curriculum. It has also opened a new teaching block and a flexible digital learning space.

What the school seeks to do

- 1.2 The school aims to inspire all pupils with the ambition to achieve their potential to the fullest extent and have an understanding of their place in the local and global community. They seek to nurture and support all pupils to develop independence, inner confidence and mutual respect.

About the pupils

- 1.3 Pupils come from a range of professional backgrounds, mostly from white British families living within a 15-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability profile of the pupils is above average. One pupil in the school has an education, health and care plan. The school has identified 41 pupils as having special educational needs and/or disabilities, which include dyslexia, dyspraxia, autistic spectrum disorder and attention deficit disorder. All receive additional support. English is an additional language for 12 pupils, none of whom require support for their use of English. Data used by the school have identified 90 pupils as being the more able in the school's population, and the curriculum is modified for them and for 55 other pupils because of their special talents in sport, music, drama and art.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

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

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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 and changing facilities, and showering facilities where required by the standard, 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 any 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, 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 The setting provides a very high level of learning and care, which meets the needs of the diverse range of children who attend. Children make rapid progress from their starting points and are very well prepared for the next stage of their education.
- 2.21 Children's personal and emotional development are outstanding. All children feel very happy, safe and secure and enjoy coming to the setting. They readily engage in the activities on offer and benefit greatly from the high-quality skills and expertise of the staff to support them.
- 2.22 Members of staff have an excellent knowledge and understanding of welfare and safeguarding requirements and fulfil their responsibilities for protecting children diligently.
- 2.23 Since the previous inspection, a greater range of activities with a suitable range of challenge has been included in the daily programme to ensure that children's specific needs and interests are met. This meets the recommendation from the previous inspection. Strong, knowledgeable leadership provides a clear vision for the future. The setting demonstrates highly evaluative practice to secure continuous development for all children.

Effectiveness of leadership and management

- 2.24 The effectiveness of leadership and management is outstanding.
- 2.25 Leaders and management demonstrate a clear vision for the development of the setting, demonstrated by their implementation of a number of ambitious new strategies to improve practice since the previous inspection. As a result, staff have high expectations for what all children can achieve. Governors take an active role in the oversight of the setting. They work closely with the leadership to ensure that educational development is strong and that welfare and safeguarding requirements are implemented effectively and are rigorously adhered to by all members of staff.
- 2.26 Staff are well qualified and their performance is regularly monitored through a well embedded performance management system and by regular supervision. These measures are highly effective and ensure that staff discuss issues and identify solutions as they arise. Staff attend a wide range of professional development courses and this ensures that they regularly update their practice.
- 2.27 Leaders undertake robust self-evaluation to ascertain the quality of provision and outcomes for children. Areas for development are identified collaboratively amongst staff and priorities are set for ideas to be implemented. Views of parents are taken into consideration through regular daily contact and annual questionnaires and action taken where appropriate.
- 2.28 In discussion with inspectors and in the pre-inspection questionnaire, parents were extremely positive about the setting. They feel that it is a true partnership and that their views are always taken into consideration. They say that they are extremely well informed about the progress their child is making and really value the daily contact with the highly approachable staff. Parents feel valued and say that their children benefit from the exemplary standards of individual care and the high professional standards of staff in the setting.
- 2.29 The curriculum is well planned, providing personalised learning programmes which meet all relevant statutory requirements, as well as the needs and interests of children. It provides an excellent start to the children's education. Programmes provide many opportunities for the children to increase their communication and language skills, to develop their physical skills and to support their personal, social and emotional development. Planning is overseen by leaders and assessments are moderated for consistency and accuracy. Sometimes, next steps for individual children are not clearly stated and

incorporated into the planning for the youngest children because the evaluation of the success of an activity is for a whole group rather than individual children.

- 2.30 Leaders and management promote a consistent and positive approach to behaviour management which guards against bullying and serves to promote equality and tolerance of diversity. Excellent role modelling by staff of the expected norms of behaviour enable children to become confident learners and show respect for one another. Active promotion of British values, at an age-appropriate level, underpins life in the setting. Children's progress is tracked effectively so that appropriate interventions can be made to support them and narrow any gaps in the development of different groups of children.
- 2.31 Regular update training for child protection ensures that all staff are knowledgeable about every aspect of safeguarding, including measures to prevent radicalisation and extremism.

Quality of teaching, learning and assessment

- 2.32 The quality of teaching, learning and assessment is outstanding.
- 2.33 All staff have an excellent understanding of the requirements of the EYFS and how young children learn and demonstrate excellent subject knowledge. Planning shows high expectations of what each child can achieve in relation to their age and stages of development. Staff plan appropriate activities for all abilities and aptitudes to enthuse the children and give them time to play and explore. They know when to intervene sensitively to move children's learning forward. For example, toddlers enjoyed using a messy tray to make marks and were then guided to begin to make shapes and name them, extending their knowledge of colour and mathematical shapes.
- 2.34 Detailed assessment information, including the likes and dislikes and the daily routine of each child is gathered on entry to the setting. This is used effectively as a starting point, so that children settle in quickly and benefit from the activities, enabling them to make rapid progress.
- 2.35 Regular assessments are recorded through an on-line assessment system. This contributes to the staff knowledge about what each child can do and what the next steps will be. Assessment helps to identify those making different rates of progress and interventions are quickly put in place. Staff readily engage with children during routine activities. They take every opportunity to develop children's language and social skills, such as talking to them about what they are going to do as they change their shoes, asking questions when reading a story and reminding them to share and play together. Positive feedback is given to children through sensitive praise for their achievements.
- 2.36 A very strong partnership with parents is evident in the setting. In discussion with inspectors, parents said that they value the very informative feedback given verbally by the child's key worker or through the daily information diaries. Regular assessments recorded online, together with consultation evenings and guidance about how to support learning at home, keep parents very well informed about their child's progress. Detailed progress checks at age two, shared with parents, outline what each child can do and how they have achieved against expected levels of development. Parents are kept fully aware of the planned next steps for their child and hence how they can support progress at home.
- 2.37 Equality and diversity are promoted effectively through the provision of suitable resources and through celebrations of different cultural events such as Diwali.
- 2.38 Well-established routines to encourage independence and confidence and sensitively handled changes to new classes help children prepare successfully for the next stage of their learning.

Personal development, behaviour and welfare

- 2.39 The personal development, behaviour and welfare of children are outstanding.
- 2.40 Throughout the setting, there is an extremely strong commitment to the achievement of high standards in personal development and behaviour. Warm and caring relationships between children and staff foster a very positive culture and sense of belonging. All staff are very supportive and encouraging of the children's own efforts. This enables children to thrive, develop their confidence and self-awareness, and become active learners. Children are encouraged to try things for themselves and experiment. For example, during a music activity they played different notes on a xylophone showing great delight when hitting the keys to make music. Children are learning to take risks within a safe environment, such as finding different ways to descend a slide.
- 2.41 Children are encouraged to be as independent as they can be for their age. Older children are able to select the toys they want to play with, feed themselves at meal times, fetch their own cups at snack time and take off and put away their shoes in the lockers when asked.
- 2.42 A well-planned system ensures that each child's transition to the next age group room is as seamless as possible. Staff take time to ensure that each child is well prepared emotionally and socially for changing groups. Visits to the new group ensure that new staff get to know as much as possible about each child before they move.
- 2.43 Physical and emotional health is given a high priority and children readily seek comfort from staff who reassure them and take very responsive actions to meet their needs. For example, spending time rocking a child to sleep and reassuring and helping with a child who takes a bit of time to settle into the routine of the day on arrival in the mornings. Parents report that they feel very happy and confident when leaving their children in the setting. They commented that all staff know their children very well and are quick to respond to their individual needs.
- 2.44 Systems for registration and tracking absence ensure high levels of attendance. Staff ensure that children do not have access to the internet and strict guidelines about the use of mobile devices in the setting are observed.
- 2.45 Well established personal hygiene routines are well embedded and carefully followed by everyone. Children are learning how to lead a healthy lifestyle through regular access to the outdoor learning areas and the school hall for exercise; by the provision of fruit and vegetables for snack time; and through the provision of nutritionally balanced lunches.
- 2.46 Children demonstrate excellent behaviour and respect for one another. All children are encouraged, through gentle reminders, to share and take turns and be kind to one another. The 'Three Bears Code' is introduced from the youngest age to encourage safety, kind hands and good listening. This gives children guidelines for the standard of behaviour expected in the setting. Good manners are expected at all times. Children are all encouraged to celebrate each other's successes. The children develop respect for others and are prepared to contribute to wider society and life in Britain.

Outcomes for children

- 2.47 Outcomes for children are outstanding.
- 2.48 All children, including those who speak English as an additional language or have particular needs make rapid progress from a wide range of starting points. Children with SEND are quickly identified and carefully targeted interventions provide suitable support in order to help narrow any gaps in their learning. Almost all children meet or exceed the level of development that is typical for their age.
- 2.49 The children display high levels of engagement and curiosity and are keen to explore their surroundings. With support from adults, babies are able to clap to rhythms and strike musical instruments to make notes. They join in with songs and copy the actions of adults when playing, showing great enjoyment. They were seen sorting shapes into colours and were able to build towers and place rings in the right order according to size. Children investigated how they could fill containers with shredded paper. The toddlers are beginning to repeat words and try to use them when talking to adults. They listen intently to stories and are able to answer questions about them. They are beginning to show interest in early writing skills as they use paint and wax crayons to mark make, whilst also developing their fine motor skills. They make good use of the climbing frame and soft play equipment to develop their gross motor skills.
- 2.50 The setting is highly successful in working in partnership with parents to ensure that every child's time at the school is happy and enriching, allowing them to develop their enjoyment of learning.

Compliance with statutory requirements

- 2.51 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.

- Ensure that all planning identifies and incorporates the individual next steps for the youngest children so that all their needs are met effectively.

3. Educational Quality Inspection

Preface

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

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

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

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

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

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

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils make excellent progress across all areas of learning from a wide range of starting points.
 - Exemplary attitudes to learning are characteristic of pupils. They are highly reflective, focused and show very high levels of perseverance as they develop their own learning styles.
 - Communication skills are developed to a high level as pupils move through the school. They speak fluently, listen to others' ideas and write creatively.
 - Pupils achieve at a high level in sport, music, drama and art and gain a significant number of scholarships for the size of the school.
- 3.2 The quality of the pupils' personal development is excellent.
- From the earliest stages, pupils demonstrate very strong focus, determination, self-confidence and resilience.
 - Pupils actively take responsibility for their own behaviour and support others to do the same. They have high expectations of each other.
 - Pupils are highly proactive in developing their own ideas to support people less fortunate than themselves and adept in planning fundraising for others in the UK and overseas.

Recommendations

- 3.3 In the context of the excellent outcomes the school may wish to:
- Enhance consistency in the quality of feedback and marking to improve outcomes for pupils even further.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The school successfully meets its aim to inspire all pupils to achieve their full potential. Pupils from nursery onwards make excellent progress. The school does not take part in National Curriculum tests, but the data available, including the results of standardised tests in English and mathematics, along with scrutiny of books and lesson observations, shows attainment to be excellent in relation to national age-related expectations. Pupils achieve good results in selective senior school entrance examinations, a high proportion with scholarships for academic success, music, drama, art and sport. In the pre-inspection questionnaires an overwhelming number of parents and pupils expressed satisfaction with the range of subjects and extra-curricular opportunities available and the way that teaching enables the pupils to progress and develop key skills for the future.
- 3.6 From an extremely broad range of starting points, children aged two and above in the Early Years Foundation Stage make rapid progress. A personal programme of activities ensures that their particular strengths and aptitudes are identified and developed over time. This meets a recommendation from the previous inspection. A recently reviewed tracking process identifies pupils throughout the school who require extra support so that appropriate strategies are employed to narrow any gaps in learning. Pupils enjoy their learning and are active learners from the earliest stage. Rapid independent learning was evident as the children under three choose to build the highest tower they could, understanding that the biggest blocks need to be at the bottom of the pile after their first attempts collapsed. Regular and detailed communication between staff ensures that planning for the broad range of needs is detailed and personalised, resulting in excellent outcomes for all pupils.

- 3.7 Pupils of all ages develop an excellent knowledge and understanding of a wide range of subjects as they progress through the school. They apply the core skills for mathematics, communication and use of technology effectively across all subjects. This was clear as Year 6 pupils analysed cause and effect in their study of the events of the Armada in history, as Year 8 successfully tested for hydrogen and carbon dioxide in science or when Year 7 explored the different characteristics of different areas of the British Isles in geography.
- 3.8 Pupils with additional needs make similar progress to their peers, based on the excellent support provided by specialist staff and class teachers. Effective assessment and sensitively targeted support are well managed, overseen and reviewed regularly to enable rapid progress. Pupils with EAL make very good progress in using English; their needs are assessed on entry and where appropriate, individual programmes of support enable full access to the curriculum for them and rapid progress. The school has successfully achieved accreditation with an association which promotes teaching of able children. Subject staff are particularly skilful in providing appropriate levels of challenge. The most able pupils are provided with a range of engaging activities designed to extend their learning and challenge their thinking.
- 3.9 From a very early stage all pupils make their own decisions about the level of work to tackle, depending on how confident they feel with a particular area of study. From Year 1 onwards pupils enjoy undertaking their own independent research projects which challenges them to think, explore and discover (TED). They choose their own area of interest, decide how to record the information and produce highly creative books to show what they have discovered. Similarly, pupils learn to review their work in order to improve their own learning. Pupils of all abilities are consistently willing to try out new ideas, take risks and contribute their own thoughts to evaluate their own learning. As a result, they demonstrate excellent confidence and resilience as learners. In English, older pupils constantly reviewed their use of vocabulary as they generated ideas for writing a poem or discussed ways of improving their writing in geography. Pupils' attitudes to learning are exceptionally positive. They are enthusiastic and very supportive of each other in their learning. They are adept at working together to achieve common goals, demonstrated as the eco-council discussed the views of their peers to find ways to make the school more ecologically aware. A small minority of pupils felt that marking is not always helpful or constructive and did not help them improve. Inspectors found that the most effective feedback and marking is regular, provides a range of assessment criteria to enable pupils to understand which level they need to improve in, gives appropriate praise and leads to rapid progress. Some feedback is inconsistent and does not provide useful ideas for how pupils can improve their work further, resulting in more limited progress.
- 3.10 Pupils of all ages express their ideas articulately both verbally and in writing. Younger children used a wide range of vocabulary to describe a chosen dinosaur or confidently matched sounds to written letters. Older pupils, in a school council meeting, demonstrated a mature and thoughtful approach as they debated ideas for environmental activities they could introduce across the school or explained articulately how they would support one another in a future school interview. Pupils speak confidently to a wide range of audiences. The extensive drama programme, high levels of participation in public-speaking lessons, and opportunities for debate, support the development of excellent speaking and listening skills. Extended writing is a strength of pupils' achievement, and develops rapidly as they move through the school. Older pupils used complex language and sentence structure for their age as they developed tension in a piece entitled 'Whisperings' and successfully built to an intriguing climax using suitably sinister vocabulary. Pupils in Year 4 demonstrated good use of a wide range of French vocabulary as they confidently gave each other instructions and expressed their particular likes and dislikes of different hobbies. The oldest pupils articulately express how to stay safe when working with acids and alkalis.

- 3.11 Pupils of all abilities demonstrate good progress in mathematics over time. They develop very good skills which they apply enthusiastically to a range of subjects where data is used, including science, geography and computing. Children under three, confidently counted sea creatures in the bottom of a water tray and understood the concept of subtraction as they took one away. Older pupils enthusiastically explained the process of column multiplication using excellent mathematical vocabulary. The most able mathematicians demonstrate highly effective problem-solving skills and resilience as they work to get from question to answer in no less than ten steps. Older pupils attain notable success in the national primary mathematics challenge, where half of those taking part achieved awards and a small group achieved at the highest level to go through to the final bonus round.
- 3.12 The skills pupils develop for the use of information and communication technology (ICT) are at a high level by the time they leave the school. All pupils from Year 1 benefit from specialist teaching. Using a range of devices, they learn how to code interactive devices to an increasingly complex level and use the internet for research. They use presentation software with confidence, recording their work in interesting and creative ways. Younger children use the keyboard confidently, correctly identifying the backspace key, explaining its use and developing an algorithm to create a working programme. Older pupils used their tablets to construct a virtual timeline to identify the key dates of World War 2. They used graphics packages to design and produce large scale posters on a theme. They use coding confidently to programme and design objects in design technology using a range of tablet or desktop devices. The investment the school has made in a new digital learning space, a range of different hardware and software and on-going training for staff has had a highly positive impact upon the way that ICT is used successfully by pupils across the curriculum.
- 3.13 Skills in the performing and other arts develop rapidly from an early stage as pupils benefit from the wide range of opportunities they have to perform. Young children develop a genuine love of music through singing together or exploring the sound of different instruments. Older pupils are successful in instrumental examinations with a significant proportion achieving the highest grades. Pupils are highly successful in a number of local and international music festivals including one in Verona where the chapel choir achieved a gold medal and came second overall. Results in examinations for speech and drama are at a notably high level. Skills in art are extremely well developed. Pupils experience and research a wide range of different artists' work, use a wide range of materials and styles, and use digital methods to research and review their work. This results in exceptional outcomes across the age range. One group created a 3-D sculpture of an eyeball for a celebration of the National Health Service, which is now displayed at a national eye hospital.
- 3.14 Pupils demonstrate excellent achievement in sport through the wide range of sports available to them through the curriculum and extra-curricular programme. Sporting ability develops rapidly as the pupils move through the school due to high quality teaching and coaching, resulting in an excellent range of success in local, regional and national competitions. Pupils of all abilities make good progress since the school has introduced sport for all, boys' hockey and girls' football and cricket, to broaden the range of opportunities for both girls and boys. In recent times school teams have been national champions in their age groups for netball and rugby. Individual pupils have been winners of county competitions in cross country, gymnastics and swimming. Pupils develop their own interests and talents to a high level through an extensive range of extra-curricular opportunities.

The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils have extremely well-developed confidence by the time they move on to their senior schools. In their responses to the pupil questionnaire they confirm that they feel safe, valued and happy within a school community where they know staff are always available to support them. Pupils demonstrate a strong sense of self-esteem and self-discipline as a result of the systems put in place by the highly reflective leadership team in collaboration with pupils and parents. They develop an excellent knowledge of themselves, their place in the school and the wider world as a result of the comprehensive assembly programme, form time and a well-structured personal social and health education (PSHE) curriculum. They develop adaptability and resilience through the extensive range of opportunities for them to take on responsibilities within the school from a young age.
- 3.17 From the EYFS onwards, pupils have a strong awareness of their own strengths, passions and areas they would like to improve. The new pastoral tracking system helps pupils to develop their particular interests through identification of these by staff and focused support. The inclusive atmosphere of the school and strategies such as the use of Circle Time and the mindfulness programme enable pupils to identify their own emotions. This allows them to understand the impact of their decisions on themselves and others. They learn to make well-considered decisions for themselves about their daily routines, how they research their own areas of interest, and how they manage their friendships and their academic work. As a result, pupils demonstrate increasing resilience as they attempt new projects. At each transition point in their school life, pupils are well prepared for the next stage of their education.
- 3.18 Pupils are thoughtful and reflective. They appreciate the times they are given where they can be quiet and reflect upon their life at school and at home and use these well. Pupils are happy to articulate their thoughts on spirituality in its broadest sense through the mindfulness programme and through opportunities such as the 'thinking breakfast' in which the older pupils take part. They enjoy helping to organise events which celebrate the festivals of the Christian faith in chapel and through assemblies. Their strong spirituality was particularly evident in the way that pupils sang together in the chapel choir, played together in the orchestra alongside the staff and considered ways to protect the environment. Opportunities to discuss a wide range of challenging topics through the 'Philosophy for Children' programme help the pupils reflect on their own perception of themselves. Their strong awareness of the need to preserve the planet is developed through the school's commitment to outdoor learning and ecological awareness.
- 3.19 From an early age, pupils show a well-developed sense of right and wrong and understand the need to be truthful. Pupils have an excellent understanding and respect for the school's behaviour code, which they help to write. They understand why their community needs rules to keep all its members safe and in interview were able to link this understanding to the need to respect the country's laws. Behaviour in the school is extremely positive and mutually supportive as demonstrated when older pupils provide a listening ear for their younger 'buddies' or in the playground where friends remind each other of the need to be safe. Pupils understand and respect the reward and sanction system, and work within it to ensure a happy and safe school environment. Parent and pupil questionnaire responses overwhelmingly confirm that behaviour in the school is excellent and pupils confirm they understand the implications of making poor decisions on themselves and their peers.
- 3.20 The pupils' social skills are exceptionally strong. At all levels they show genuine care and concern for each other, and for adults. The oldest pupils demonstrate excellent social awareness and the ability to work together as they organise house events or ensure that younger pupils feel confident and happy at playtimes. Working together to prepare for a year group musical, working collaboratively in class when solving problems or organising themselves to play together in a jazz group, are all ways in which pupils demonstrate high levels of social awareness.

- 3.21 Pupils relish taking on a wide range of responsibilities within the school. They enjoy collecting ideas to discuss at the eco-council and school council. Here, they make an active contribution and decisions are taken which will benefit their school and the wider community. This was seen as pupils discussed initiatives to save paper, recycle more or organise litter picks. Contribution to the wider community is an integral part of school life, demonstrated by the school council decision to take various music groups out of school to perform for elderly people. Pupils are actively involved in a wide variety of activities to raise money for charity. They often take the initiative to organise events to raise money for their chosen charities and develop plans accordingly. The pupils enjoy engaging with the local community through the school's extra-curricular award. This encourages pupils to undertake community activities which include providing entertainment for local community groups or raising money for the local hospital. Pupils demonstrate their strong awareness of the difference they can make to the natural world through participation in the school's 'Golden Boot Award', where they work together to reduce car journeys and reduce pollution as a result.
- 3.22 There is a natural approach to integration and acceptance of difference across all sections of the school. Through the pre-inspection questionnaires both parents and pupils confirm overwhelmingly that the school actively promotes a culture of respect and tolerance. Pupils show high levels of interest, respect, tolerance and acceptance of different faiths, genders and individual needs. They actively enjoy sharing their own customs and views with each other through open discussions in many curriculum areas. Pupils develop an increasing awareness of world faiths as they mature as demonstrated in their increasingly inciteful work on world faiths in religious education and PSHE lessons. Older pupils enjoy welcoming new children of all backgrounds and faiths to the school and are quick to offer them support and help to ensure that they settle in quickly and are happy in their new community. Pupils and staff have developed a strong relationship with pupils from Tanzania. They write to each other and develop a strong understanding of the differences and similarities in their lives and enjoy comparing these and the reasons behind them. Pupils develop a strong empathy for their new pen friends as they listen to staff from the schools in Tanzania who have visited.
- 3.23 Pupils of all ages have a strong understanding of what it means to stay safe physically, emotionally and when using technology to access the internet. Younger pupils learn how to make healthy choices in their diet and understand that the types of food they choose affects how they feel. Older pupils demonstrate their strong awareness of the dangers of fire, how to use public transport safely and the effects of pollution on their world as a result of events such health and safety day and visits to centres where they are able to explore these areas in depth. Pupils are confident to express concerns in the open environment of the school where they feel safe and where they know teachers will listen. From an early stage the pupils' awareness of how to use technology safely is built upon in an age-appropriate way. An overwhelming majority of parents who responded to the questionnaire were supportive of the way that the school does everything it can to ensure that their child learns in a healthy and safe environment and actively promotes good behaviour.
- 3.24 Pupils leave the school with a strong awareness of their strengths. They are confident, resilient and well prepared for the next stage of their educational journey.

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

Inspectors

Mrs Diane Gardiner	Reporting inspector
Mrs Karen McNerney	Compliance team inspector (Head, IAPS school)
Mr Bryan Kane	Team inspector (Deputy head, IAPS school)
Mr Anthony Lowery	Team inspector (Director of studies, IAPS school)
Mr Chris Wardle	Team inspector (Head of pre-prep, IAPS school)
Mrs Ros Ford	Co-ordinating inspector for early years (Former deputy head, IAPS school)
Mrs Valerie Holloway	Team inspector for EYFS (Former head of nursery, IAPS school)