

# School inspection report

18 to 20 June 2024

## **Sherborne House School**

39 Lakewood Road

Chandler's Ford

Hampshire

SO53 1EU

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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## Summary of inspection findings

1. The proprietors provide regular oversight of the work of leaders. However, the proprietors have not ensured that leaders have all the necessary knowledge and skills to fulfil their responsibilities so as all of the standards are met consistently. The school does not meet all Standards relating to health and safety, risk assessment, premises and leadership and management.
2. Pupils' educational success and positive experience of school is due to the effective implementation of policies, schemes of work and programmes of activities appropriate to their needs. The curriculum consistently builds on pupils' acquired learning and skills. Leaders ensure that teaching and learning is challenging and provides well-planned support so as pupils achieve considerable success and make good progress across subjects. Leaders analyse assessment information thoroughly and use it well to inform their planning.
3. Leaders are aspirational for their pupils and the school community. Pupils embrace the school's aims to provide academic, enrichment and leadership opportunities, which are underpinned by kindness and an appreciation of the worth of everyone. Pupils extend friendship towards each other in their daily interactions and in lessons. Pupils develop positive attributes through a series of initiatives including roles of responsibility such as prefects, wellbeing ambassadors and the sports council. Leaders offer a well-defined 'steps to leadership programme', which provides pupils with a framework to develop leadership skills for learning and life.
4. Leaders have implemented a well-planned programme of support for pupils. However, the school's behaviour policy and sanctions are not consistently implemented by all staff. The curriculum provides pupils with opportunities to develop their understanding of right and wrong. The wellbeing ambassador roles introduced by leaders give pupils the responsibility for decision making and supporting other pupils.
5. Oversight of health and safety, including the creation and implementation of effective risk assessments relating to site maintenance and security, is not effective.
6. Leaders and managers in the Pre-reception and Reception classes are dynamic and well-informed. They regularly monitor their practice to ensure they have effective oversight of the quality of teaching. Teachers cater for children's needs and interests and present them with regular challenge. This approach extends children's learning and engages them in a range of activities which cover all their required areas of learning.
7. The overall effectiveness of the registered early year provision for the youngest children requires improvement. The planning and delivery of the curriculum are not consistent across the setting.
8. Leaders support teachers by providing continuing professional development, so that pupils receive innovative teaching and learning opportunities. Leaders support an apprenticeship scheme, which allows trainees time to undertake their studies whilst being well-supported in their work within school. Apprentices provide helpful input and experience which support children's learning and progress.
9. A detailed and thorough process of identification, referral and intervention by leaders means pupils are supported quickly and effectively when required. This includes pupils who have special

education needs and/or disabilities (SEND) and other pupils for whom English is an additional language (EAL). Experienced staff ensure pupils are provided with effective individualised support.

10. The school has suitable safeguarding arrangements. Staff, including those with specific safeguarding responsibilities are appropriately trained and knowledgeable. Advice and discussions with local safeguarding partners is prompt and acted upon. Pupils feel safe and are confident that they can speak to a trusted adult for support when required.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

### Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively, so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- detailed risk assessments are in place relating to health and safety, that are implemented effectively
- the premises are maintained to a high level and access to the school is effectively controlled
- there is more robust oversight of the health and safety policy and its implementation.

### Recommended next steps

Leaders should:

- ensure that the behaviour policy and associated sanctions are implemented consistently across the school so that standards of acceptable behaviour are clear to pupils.

## Section 1: Leadership and management, and governance

11. The proprietors provide oversight of the work of leaders, but this does not ensure that Standards are met in all areas. The identification and monitoring of risk is given appropriate priority by leaders for many aspects of the school's operation, trips and the recruitment of staff. Where risk assessments are thorough and relevant to the activity, they provide effective control measures to protect pupils. The proprietors do not ensure that leaders and managers carry out their responsibilities to ensure that access to the site is controlled, as far as possible. Some risk assessments relating to aspects of the health and safety of the school site are not adequate.
12. Staff and pupils epitomise the values of kindness, resilience and courage. Leaders and staff provide positive role models and pupils respond well to them. Pupils enjoy positive relationships with adults. In the Pre-reception and Reception classes, children's needs are met and their interests are considered by staff. Older pupils value and respond well to the 'golden thread' which, through leaders' role modelling and a series of well-planned activities, allows pupils to develop life and leadership skills.
13. Leaders ensure that pupils can learn in a supportive and caring environment. Leaders actively promote pupils' emotional and mental wellbeing. For example, the wellbeing garden, designed by the pupils, is well used by pupils. It also provides a place for a mindfulness club to undertake its work. Pupils use the area to sit and reflect about all aspects of their lives. The leaders and staff at the school are approachable and readily available to parents and pupils. Parents describe the leadership as supportive and instrumental in developing positive qualities in pupils.
14. In many areas of their work, leaders review their effectiveness to evaluate where they could support pupils further. For example, leaders have supported staff with academic responsibilities to ensure that they have the training, knowledge and understanding to deliver the curriculum successfully. As a result, the curriculum is well-structured and reflects a detailed understanding of pupils' ages, abilities, needs and next stages of development.
15. Leaders ensure that relevant information is shared and made available. Policies and procedures are available via the school's website or on request. The requirements of the Equality Act are met and there is a clear accessibility plan, so as all pupils can access the curriculum offered. Parents receive regular and informative reports regarding their child's academic performance. Pupils' achievement and attainment are shared regularly with parents twice a year and at regular intervals through meetings with leaders and teachers. Information relating to pupils with an education health care (EHC) plan is communicated to parents and reviewed regularly. Reports on expenditure are supplied to the local authority as required. Consultation regarding the relationships curriculum is undertaken and it is available on the school's website. The school has a robust complaints policy and procedure in place. Leaders ensure parental concerns are handled in line with the policy.
16. Leaders have constructive working relationships with external agencies. They seek advice when required in a timely and efficient manner. The effectiveness of this contact has a positive impact on pupils' safety and wellbeing.

## The extent to which the school meets Standards relating to leadership and management, and governance

17. The standards relating to risk assessment, health and safety and the suitability of the premises are not met. The standard relating to leadership, management and governance is not met in consequence.
- 18. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

## Section 2: Quality of education, training and recreation

19. Leaders implement a suitable and age-appropriate curriculum, including a wide range of extra-curricular activities. High levels of teacher subject knowledge and well-planned lessons enable pupils to access the curriculum effectively and make good progress. A positive and nurturing learning environment encourages pupils to take risks and develop responsibility for their learning in line with the learning objectives. Teachers' feedback ensures pupils understand the next steps in their learning. The planning by leaders to prepare pupils for their next stages of education is thorough and comprehensive. The school is highly successful in achieving its aims. The pupils are successful in achieving entry to their chosen senior schools, including gaining scholarships and other awards.
20. Pupils from an early age are supported to be confident and articulate communicators. They are able to predict and hypothesise about next steps in their learning. They use well-developed phonic skills to break down new words and spell accurately. Older pupils can clearly explain their research and their work. For example, the functions of the parts of a flowering plant, the poetic techniques and figurative language used in Alfred Noyes' "The Highwayman" and when researching and designing pop-up cards.
21. The aims of the school are implemented across subject areas. The school's 'golden thread' approach encourages pupils to develop independence and enjoyment in their learning. Pupils are encouraged to think for themselves and their feedback influences topic development. An example of this is pupils' study of Rousseau's "Surprise" painting, which led to developing a topic on the rain forests. This approach extends pupils' knowledge and understanding. Pupils write competently for a wide range of audiences and purposes.
22. In lessons, most pupils are focused, self-motivated and enjoy the opportunity to take responsibility for their learning. However, the behaviour policy is not followed consistently by all staff. As a result, in a few lessons, poor behaviour by older pupils is left unchecked and this can disrupt learning.
23. Well-planned and supportive teaching reflects the ages, abilities and needs of all pupils, including those who have SEND and those who have an education, health and care (EHC) plan. Teachers consistently provide work matched to pupils' needs, so that pupils make the progress of which they are capable. Leaders and teachers hold regular meetings to monitor the assessments and pupil progress. They use this information to review the impact of interventions and adapt the provision.
24. Teachers in the non-registered early years setting are well trained and knowledgeable. They use their understanding of phonic knowledge to support children to learn to read and write. Children are helped to make independent improvements to their work due to effective and timely feedback from the teachers. Teachers carefully consider the support children may need to access the learning that is planned. Children approach their learning with confidence, including their use of the resources and play equipment. For example, many use the prompts in the classroom when writing sentences about their outing to the park.
25. Pupils who have SEND make good progress from their starting points. Well-adapted teaching, and support from leaders and the specialist staff, ensure pupils are provided with the knowledge to improve their work. Leaders have clear systems in place for identifying individual learning needs. Strategies for ongoing provision include a wide range of suitable resources and regular meetings between teachers and parents so that the provision for these pupils is effectively supported. Pupils



who have EAL receive effective support, so they progress well in their understanding and use of English.

26. Leaders provide a wide range of extra-curricular activities, which positively contribute to pupils' experiences. These include sporting activities such as judo, cricket, tennis and football, creative arts and language clubs. Pupils appreciate the clubs on offer and feel these opportunities develop their confidence and extend their learning and knowledge.

### **The extent to which the school meets Standards relating to the quality of education, training and recreation**

- 27. All the relevant Standards are met.**

## Section 3: Pupils' physical and mental health and emotional wellbeing

28. The accommodation is maintained to an appropriate standard. However, access to the school site is not appropriately controlled. Measures to address potential hazards are not consistently implemented. The Standards relating to health and safety and the suitability of premises are not met.
29. Pupils generally behave well. Leaders and staff act as positive role models. Pupils appreciate the need to conduct themselves in a calm and orderly manner in lessons and around the school. There is a suitable behaviour and sanctions policy and pupils understand the behaviour expectations. However, the policy is not followed consistently by all staff, and the behaviour of some older pupils does not meet the school's expectations.
30. Pupils are emphatic that there is little bullying at the school. They clearly understand the difference between poor behaviour that happens once and repeated behaviours that constitute bullying. Rare instances of bullying are dealt with effectively. Pupils appreciate the extra support provided by friendship club during the lunch break.
31. Pupils learn about diversity and inclusivity through the well-planned curriculum. They show a detailed understanding and respect of differences in faith, race and culture. In Pre-Reception and Reception, children look at the backgrounds and cultural history of others. Pupils understand the importance of treating others well. For example, younger pupils learn about the impact of acts of kindness and talk about how these affect people's changing emotions. Older pupils speak positively about the power of the 'kindness calendar' and how it focuses them on treating other people well.
32. The prefect system gives pupils duties and responsibilities including head of school and house captains, in line with leaders' aims. Pupils can represent their class on the school council and make decisions which leaders implement such as changes to the lunch menu. The wellbeing ambassadors act as effective role models for younger pupils. The ambassadors design and organise the wellbeing garden with enthusiasm and commitment.
33. Leaders invest in support for pupils' emotional wellbeing and mental health. For example, pupil wellbeing ambassadors are well trained in the school's chosen approach. They use this approach to support pupils of all ages and seek help from adults where needed. They also organise pupil surveys to identify where pupils want more information, and commission external speakers, supported by leaders and staff.
34. An appropriate programme of activities for children in the non-registered early years setting promotes their personal, emotional and physical development. For example, adults encourage children to recognise and name their feelings. This helps young children to self-regulate. Adults provide a range of activities, both indoors and outdoors, that helps children to develop their fine and gross motor skills. Children learn to socialise, listen, take turns and be kind to one another.
35. The personal, social, health and economic (PSHE) curriculum is well-planned and well-taught. It supports pupils to develop their understanding about important topics and about themselves as people. It enhances pupils' appreciation and understanding of British values. Relationships education

supports pupils' sense of wellbeing. During discussions on relationships and sex education (RSE), pupils speak in a mature and sensible manner about sensitive topics.

36. The programme of assembly themes compiled by leaders allow pupils to develop their spiritual and moral understanding. A wide-ranging programme of assemblies allows for the celebration of pupils' achievements within and outside school. Pupils describe their weekly singing assembly as inspirational due to the songs they sing.
37. Pupils' physical education is promoted consistently through a broad sporting programme accessible to all pupils. This sports provision, both curricular and extra-curricular, benefits and improves their physical development. Spacious outdoor areas allow well-supervised pupils to exercise regularly using the variety of resources available.
38. There are appropriately maintained admissions and attendance registers. Staff are suitably trained and knowledgeable. The form teacher monitors attendance and informs leaders if they have a concern. The local authority is informed promptly if there are concerns about attendance of a pupil and when pupils join and leave the school at non-standard transition points.
39. The first aid procedures across the school are effective and detailed records are kept. Parents are informed promptly of any accident, particularly head bumps. Staff training is comprehensive including paediatric first-aid training for those working with the younger children.

### **The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing**

40. The Standards relating to health and safety and suitability of the premises are not met.
- 41. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

## Section 4: Pupils' social and economic education and contribution to society

42. Leaders provide pupils with opportunities to contribute to the school community, in line with the school's aims. The steps to leadership programme provides pupils with relevant knowledge and skills in preparation for later life. Pupils are encouraged to be curious and talk about entrepreneurship and setting up their own business with confidence.
43. Pupils provide service to others. They enjoy singing and playing games with the residents when visiting local care homes. They sing in local department stores and take part in nearby carnivals with enthusiasm to support charities. The tangible family culture encouraged by leaders builds a sense of self-awareness and an appreciation of the community and the needs of others.
44. Pupils' economic understanding is promoted in lessons and through visiting speakers from local charities. In the early years, children explore and compare their thoughts on the value of money compared to sentimental items, such as toys. This stimulates their early thinking around what is important to them and what might be seen as important to others. As they get older, pupils have a clear understanding of the differences between what they need and might want, and this extends their knowledge of finance in preparation for their future lives.
45. Pupils have a clear understanding and appreciation of values such as liberty and freedom, democracy and respect and tolerance for others. They have a well-developed sense of acceptance and appreciate the differences within modern day Britain. Pupils' understanding of protected characteristics such as age, race, gender, disability and sexuality is well embedded. They talk informatively about the Civil Rights Act and appreciate its implications on their lives. Children in the early years develop good behaviour skills and an understanding of what makes them a good member of the community. The range of activities provided ensures that children develop socially and emotionally.
46. Leaders and staff ensure pupils recognise the diversity of their school community. The curriculum encourages respect and tolerance for everyone. Teachers show an interest in the children's lives from an early age and use this as a starting point for pupils' social and cultural development. Children in Pre-reception and Reception classes talk knowledgeably about topics discovering where they were born, where people worship and the different languages they speak. Older pupils value democracy and freedom of speech. They state they can believe whatever they want and everyone's voice matters. Pupils say that people deserve respect.
47. The curriculum embraces and explores a variety of cultural topics. Pupils have a secure knowledge of different faiths and places of worship. They write regularly to pen pals in other countries. They link their work in creative arts to cultural and religious topics, for example when looking at Islamic tiles. They regularly study the work of famous artists and older pupils compare different cultures as well as styles and techniques such as surrealism versus expressionism.
48. Pupils understand right from wrong and are willing to accept responsibility for their actions and appreciate the effect it has on others. Leaders have created positive initiatives to encourage good behaviour so as pupils know how to behave with each other and in their interactions with adults.

49. The thorough and well-planned curriculum supports the school's aim to give a sense of curiosity and the confidence to exploration and be inventive. The planning by leaders allows pupils to develop independent thinking and the confidence to face the challenges presented to them. Pupils enjoy and talk animatedly about the parent/pupil conferences where they choose examples of their work and explain how the school has helped them to develop their knowledge and skills.
50. Pupils are well-prepared for their next steps in education. The rigorous process implemented by leaders ensures pupils are securely guided and supported so they are successful, independent young people by the time they leave the school. Leaders also actively seek to involve the wider school community by supporting parents. Staff offer workshops on topics such as phonics, mathematics and science to help parents understand their child's learning and how they can support them at home.

### **The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society**

- 51. All the relevant Standards are met.**

## Safeguarding

52. There is a suitable culture of safeguarding at the school. Leaders ensure staff receive regular safeguarding training and updates and there is a robust induction procedure for new staff.
53. Leaders and proprietors ensure the school has a detailed safeguarding policy and that procedures reflect the most recent legal guidance. The oversight of safeguarding arrangements by the proprietors is effective. They view and discuss the records regularly with leaders to ensure that appropriate action to safeguard pupils is being taken.
54. Designated safeguarding leaders receive appropriate and timely training, including working closely with the local safeguarding partners and relevant external agencies. Leaders ensure those in positions of responsibility use local agency safeguarding arrangements effectively for reporting concerns.
55. The designated safeguarding lead ensures that there are appropriate monitoring and filtering systems in place and has delivered training to the staff in this area. Pupils understand how to stay safe, including online and how to report any instances of concerns, including cyberbullying. Pupils are confident in the knowledge their concerns will be taken seriously and staff will act appropriately.
56. Leaders have established a transparent and open community so that those who work at the school feel comfortable in sharing low-level concerns. Staff induction processes are clear and followed to ensure the staff code of conduct is understood and followed. Staff are alert to issues such as child-on-child abuse and the dangers of extremism.
57. Leaders provide pupils with numerous ways to share their concerns, including 'worry boxes' and 'ask it' baskets available in the classrooms. Regular surveys allow pupils to express their feelings and the results are regularly analysed and followed up to act on pupils' views.
58. The checks on adults working with pupils is undertaken in line with statutory guidance. The single central record of these checks is well-maintained and leaders implement additional measures to further protect pupils.

### The extent to which the school meets Standards relating to safeguarding

- 59. All the relevant Standards are met.**

## The quality of the early years foundation stage in the registered early years provision

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

60. The overall effectiveness of the early years provision requires improvement.
61. There are inconsistencies in the planning and delivery of learning for children in the registered early years. Staff do not share an equally secure understanding of what constitutes an ambitious curriculum and this means that at times they do not plan and implement suitably challenging or appropriate learning opportunities. This affects the progress that children in different age ranges make, their attitudes, confidence and resilience. This therefore impacts all aspects of the judgements.

### Quality of education

62. The quality of education requires improvement.
63. The quality of children's experiences in different rooms of the nursery are not consistently good. Staff planning the curriculum in rooms for the oldest children have a narrow focus for their curriculum planning and they are driven by an overarching focus on preparing children for the Pre-reception class. Staff do not fully consider the broader curriculum and the knowledge and skills that children would benefit from learning in other aspects of the curriculum. On occasion, when children achieve their next step in learning, there is no clear plan to help them develop further, which impacts the progress that they make.
64. The quality of staff interactions with children varies. For example, in some rooms, staff recognise the importance of promoting children's vocabulary and they do this effectively. As the youngest children play, staff provide a commentary describing what children are doing. They repeat simple words as they invite children to make a sandcastle, and children go on to make sounds as they play. However, at other times, staff set up activities that they think will be fun for the children but they do not consider what it is that they want children to learn. Staff therefore do not understand what their role is in facilitating learning and their interactions do not have a clear focus. This is less effective in helping children to develop new knowledge and skills and it affects their behaviour and attitudes.
65. Staff make positive use of sign language across the Nursery to support children's developing language and communication. For instance, they accompany the spoken word with simple signs as part of routines to ask children if they want more and if they have finished. Children are seen responding using simple signs. This is particularly having a positive impact on children who speak English as an additional language and those who have delayed language development.

### Behaviour and attitudes

66. Behaviour and attitudes require improvement.
67. Staff know the younger children well and are prompt to support them when needed. For example, young children attempt to fit three-dimensional shapes into a shape sorter. They find this difficult.

Staff provide support by holding the shape sorter. This enables children to successfully push the shapes into their hole. Children smile and clap and are satisfied with their achievements.

68. Staff develop effective strategies to help older children to manage situations that they find challenging. For instance, some children become frustrated when they cannot understand the routine of the room. Staff are swift to create resources, such as visual prompts, to help children to see what is coming now and next. These are particularly successful as they help to prepare children for change.
69. Overall, children behave well in the Nursery and staff have high expectations, such as at routine times. However, on occasion, the lack of a clear, precise and ambitious plan for learning means that children do not demonstrate good levels of curiosity, concentration and enjoyment.

## Personal development

70. The personal development of children requires improvement.
71. The curriculum that staff plan and implement is not consistently effective in promoting children's confidence, resilience and overall personal development. Nevertheless, staff are kind, caring and they promptly attend to children's needs. Staff recognise the signs that children are tired and prepare them for their nap in a timely manner. They ask children if they can change their nappy or take them to sit on the potty. This helps children to respond positively during care routines.
72. Leaders place a high priority on positive engagement with parents. They have increased opportunities for parents to be involved in nursery life, such as by inviting them to events and face-to-face parent meetings. Leaders respond to parent feedback, for instance responding to views about the food menu they offer. Staff keep parents updated regularly through an online application and by discussion at handover times. These positive communications promote parent partnership working. Staff similarly involve parents in key transitions for their children. They talk to parents to find out their opinions on if their child is ready to move to the next room. They plan this transition together building familiarity with the new key person, room and routines prior to the eventual move. This helps children to settle well.
73. Children have regular opportunities to be outdoors, such as during outdoor woodland activities and in the garden. They learn about planting and growing, such as when they plant onions, radishes, carrots and beans. They explain to others what plants need to grow and when they are ready to pick. Children learn to peel and cut vegetables to make foods to eat. This helps children to learn where foods come from.

## Leadership and management

74. Leadership and management require improvement.
75. Leaders recognise when children need support and they work proactively with parents to help them seek advice from specialists, such as speech and language therapy, portage and educational psychologists. Staff use the guidance they receive well to support individual children's needs.
76. Leaders have high regard for staff wellbeing. They regularly check in on staff and provide additional time in their timetable in order for them to complete the tasks required of them.



77. Apprentices are supported in their roles. For instance, room leaders provide guidance and explain to apprentices how to deal with everyday situations, and this helps to reflect on their future practice.
78. However, overall, monitoring, support and coaching from the leaders is not good enough and it is not effective in helping to improve the quality of staff practice. In order to improve the quality of teaching and learning, the provider needs to understand what an ambitious curriculum looks like for the early years children. Leaders need to provide support, coaching, monitoring and give more precise feedback to help staff plan and implement the curriculum consistently well across all age ranges.

## Safeguarding

79. Safeguarding is effective.
80. The designated safeguarding leads ensure that their own and staff knowledge is up to date. For example, they attend regular training and test staff knowledge through questioning, staff meetings and during staff supervisions.
81. Staff have a secure understanding of safeguarding policies and procedures. They know what to do if they have a concern about staff practice or about children's welfare. Staff are able to talk about signs and symptoms of abuse, such as in relation to physical abuse, neglect, sexual abuse and radical views or behaviours.

## Recommended next steps

- ensure all staff have a secure understanding of what an ambitious curriculum for early years children should look like considering their age and stage of development.
- ensure all staff understand how to plan and then implement a broad and ambitious curriculum.
- increase monitoring, coaching, supervision and professional development opportunities to improve the quality and consistency of staff interactions with children.

## The extent to which the school meets the requirements of the early years foundation stage

82. The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

## Schedule of unmet Standards

### Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 16	The standard in this paragraph is met if the proprietor ensures that :
16(a)	the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
16 (b)	Appropriate action is taken to reduce risks that are identified.
EYFS 3.76	Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.
ISSR Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

### Section 3: Pupils’ physical and mental health, and emotional wellbeing

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 11	The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
ISSR Part 5 paragraph 25	The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
EYFS 3.64	Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for

	and the activities provided on the premises. Providers must comply with requirements of health and safety legislation, including fire safety and hygiene requirements.
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## School details

<b>School</b>	Sherborne House School
<b>Department for Education number</b>	850/6060
<b>Registered early years number</b>	2542978
<b>Address</b>	Sherborne House School 39 Lakewood Road Chandler's Ford Hampshire SO53 1EU
<b>Phone number</b>	02380 252440
<b>Email address</b>	info@sherbornehouse.co.uk
<b>Website</b>	www.sherbornehouse.co.uk
<b>Proprietor</b>	Bellevue Education Group Limited
<b>Headteacher</b>	Mrs Cordelia Cripps
<b>Age range</b>	0 to 11 years
<b>Number of pupils</b>	301
<b>Number of children in the early years registered setting</b>	77
<b>Date of previous inspection</b>	15 to 18 June 2021

## Information about the school

83. Sherborne House School is a co-educational school situated in Chandler's Ford, Hampshire. The main school for pupils aged 3 to 11 is housed in the original house and additional buildings within the school's grounds. The main school comprises an early years setting for pupils aged 3 and 4 years, a lower school for pupils aged 5 to 8 years and upper school for pupils aged 9 to 11 years. There is also a registered Nursery setting for children aged 0 to 3 and is housed in a separate building on the school grounds. The school is part of Bellevue Education Group and is overseen by a board of directors.
84. There are 163 children in the early years. Of these, 77 are in the registered setting and 68 are in the main school Early Year Foundation Stage (EYFS) split between Pre-Reception and Reception. There are three classrooms for the registered setting and four classrooms for pre-reception and reception.
85. The school has identified 30 pupils as having special educational needs and/or disabilities (SEND). Two pupils in the school have an education, health and care (EHC) plan.
86. English is an additional language for three pupils.
87. The school states its aims are to ensure that each child has the best possible start to their education. To be the golden thread which runs throughout children's lives by instilling a lifelong love of learning. To give a sense of inquisitive exploration, cultivate curiosity and develop tenacity and to engender confidence in exploration and innovation.

## Inspection details

### Inspection dates

18 to 20 June 2024

88. A team of four inspectors visited the school for two and a half days. The onsite inspection was quality assured by a monitor.

89. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussion with the proprietor
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

90. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

**How are association independent schools in England inspected?**

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **[www.isi.net](http://www.isi.net)**.

**Independent Schools Inspectorate**

CAP House, 9-12 Long Lane, London, EC1A 9HA

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