



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Dair House School

November 2019



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School's Details

School	Dair House School			
DfE number	825/6014			
Registered charity number	1239748			
Address	Dair House School Bishop's Blake Beaconsfield Road Farnham Royal Buckinghamshire SL2 3BY			
Telephone number	01753 643964			
Email address	admissions@dairhouse.co.uk			
Headteacher	Mr Terence Wintle			
Chair of governors	Mrs Jane Masih			
Age range	3 to 11			
Number of pupils on roll	130			
	EYFS	16	Years 1 to 2	30
	Years 3 to 6	84		
Inspection dates	5 to 7 November 2019			

1. Background Information

About the school

- 1.1 Dair House School is an independent co-educational day school for pupils aged between 3 and 11 years. Founded in 1932, the school is a charitable trust administered by a board of governors.
- 1.2 The school is comprised of three sections: Early Years Foundation Stage (EYFS); Year 1 to Year 2 and Year 3 to Year 6.
- 1.3 Since the previous inspection the school has developed its outdoor learning area for EYFS, refurbished the learning resource centre and rearranged its teaching rooms to allow for an additional class.

What the school seeks to do

- 1.4 The school's aim is to provide an environment in which pupils learn the values of kindness, truthfulness, resilience, happiness and tolerance. It seeks to nurture pupils so that they develop a love of learning, achieve their potential and become confident to face and overcome challenge, well equipped with suitable skills for the next phase of their life.

About the pupils

- 1.5 Pupils come from professional and business families mostly living within a 15-mile radius of the school. There is a wide range of cultural backgrounds represented. The school's own assessment indicates the ability of pupils is above average. The school has identified 28 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia, all of whom receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for two pupils, whose needs are supported by their classroom teachers. The curriculum is modified for pupils that the school has identified as being the most able in the school's population.

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. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.

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 school has not fulfilled all the requirements of the statutory guidance in *Keeping Children Safe in Education September 2019*, which states that all safeguarding checks must be carried out before staff take up their posts.
- 2.9 **The standards relating to welfare, health and safety in paragraphs 9 – 16 and 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 but paragraph 7(a) and 7(b) [safeguarding] is not met.**

Action point 1

- **the school must ensure that required prohibition from teaching checks on staff are completed before they start work [paragraph 7(a) and 7(b); EYFS 3.9]**

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 variously published, provided or made available to parents, inspectors and the Department for Education. This 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.

2.15 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 proprietors do not ensure 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 in paragraph 34 is not met.

Action point 2

- **the school must ensure that 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 [paragraph 34(1)(a), (b) and (c)].**

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 display excellent attitudes towards their learning in both their independent work and in highly effective collaboration.
 - Pupils are confident, articulate and very effective communicators.
 - Pupils develop sophisticated thinking and study skills which they apply successfully within a range of contexts.
 - Pupils show well developed knowledge, skills and understanding, particularly in the core subjects.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils of all ages develop strong self-awareness, self-confidence and resilience as they progress through the school.
 - Pupils display a high degree of kindness, consideration and respect for each other and for cultural diversity.
 - Pupils' highly developed understanding of right and wrong enables them to make good decisions and behave responsibly.
 - Pupils' strong social development enables them to contribute positively to their school community with a sense of service and duty.

Recommendation

- 3.3 In the context of these excellent outcomes, the school might wish to consider the following recommendation:
- Enable pupils to make more consistent progress in those subjects where teaching is occasionally less effective.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Evidence from lesson observations, pupils' work, scrutiny of leavers' destinations and assessment data shows achievement to be above average in relation to national age-related norms. Pupils of all ages and abilities usually make strong progress. They benefit from enthusiastic teaching that employs a variety of stimulating methods and resources. Pupils with special educational needs and disabilities (SEND) benefit from high levels of intervention and daily additional support where required. School leaders and staff ensure that pupils make consistently excellent progress in the core subjects of English, mathematics and science, due to well-planned schemes of work supported by thorough assessment, evaluation and very effective teaching. Pupils progress in other subjects is always at least good but it is occasionally restricted when teaching strategies are less effective. School leavers are very successful in gaining places at senior schools with competitive entry requirements, for which they are very well prepared. The overwhelming majority of parents responding to the pre-inspection questionnaire agreed that the teaching enabled progress and met their children's needs. This viewpoint is confirmed by inspection evidence.
- 3.6 Pupils show well developed knowledge, understanding and skills: this is strongest in the core subjects. In a very few instances, pupils' knowledge and skills in the wider curriculum was not of an equivalently high standard. Pupils become creative and independent learners because for the most part teaching builds very effectively on pupils' prior learning, is challenging and strongly promotes their confidence. Children in the Early Years Foundation Stage (EYFS) showed excellent recall of what they had practised

previously when learning letter sounds and displayed an advanced understanding for their age of masculine and feminine pronouns. Young pupils make excellent progress when developing their use of prepositions in their writing and show a strong understanding of grammatical terms. Most pupils have a very well-developed vocabulary which they apply very effectively in their speaking and writing. Pupils demonstrated an excellent understanding of fair testing in science which enabled them to quickly identify variables. Older pupils showed advanced understanding of basic fluid dynamics and its impact upon the designs of boat hulls. Pupils of all ages show good skills in the creative and performing arts with high levels of skill evident in music. Pupils demonstrated excellent ball skills and agility in physical education (PE) and achieved their objectives of improvement. Pupils' excellent understanding and rapid progress benefits from well planned and well-resourced lessons. Teachers provide helpful and constructive comments in their marking and feedback, with clear guidance appropriate to the ability level of each pupil.

- 3.7 Pupils display excellent communication skills. From an early age they express their own views clearly and listen well to others. Pupils communicate with each other and their teachers with enthusiasm, confidence and eloquent expression, helped by the secure relationships they develop. Pupils express themselves very articulately in their speaking and writing. When answering questions about their cake-making activity, young children coherently discussed ingredients. In their science lesson, they very ably explained how candles and televisions were sources of light. Pupils writing to their parents were extremely cogent when explaining what work they would like them to view at parents' evening. In their discussions with inspectors, pupils provided responses that were highly considered and eloquently expressed. Pupils are keen to discuss their ideas and engage enthusiastically in question and answer activities, speaking assertively. They communicate clearly with their team members in games. Pupils effective communication is promoted by staff who encourage them to speak and listen to each other and to adults respectfully, with clarity and thought. Pupils display their excellent communication skills in class assemblies and performances, encouraged by staff who ensure all participate.
- 3.8 Pupils across the school develop excellent numeracy skills. They are highly adept at mental arithmetic and quickly grasp concepts of number, units of measurement, money and telling the time from an early age. This is because they enjoy the challenge and competition that the teaching generates. Teachers creatively plan and implement exciting and stimulating activities that use a range of digital and practical resources enabling pupils to gain a deeper understanding of numerical principles. Pupils' enjoyment and full engagement with a problem-solving activity enabled them to convert fractions to decimals successfully. Pupils apply their strong mathematical skills very effectively across the curriculum. For example, in science they develop appropriate scales for the graphs used to record and represent their work. In geography, their understanding of triangles resulted in excellent modelling of earthquake resistant buildings. Pupils use their strong mathematical understanding to enhance their study of wartime codebreaking in history, working out beats in rhythms in music and their use of perspective in art. Pupils take pride in their mathematical achievement. They assess progress made themselves and this is used to inform planning, whereby topics can be revisited for consolidation. Self-selection of work enables pupils to challenge themselves and take their learning to the next level.
- 3.9 Pupils are very competent users of information and communication technology (ICT). Pupils readily engage with the application of ICT wherever opportunities are given, such as the popular online mathematics tutorial and times-tables programmes used across the school. Pupils use their ICT skills effectively to develop interesting digital presentations on history topics such as Bletchley Park and wartime leaders. They use tablet computers creatively in music lessons, technically in science lessons and for internet research in several subjects. From a young age pupils develop excellent coding skills. In an after school coding club pupils applied their skills effectively to create impressive computerised pets. Young pupils made excellent progress in creating colourful Christmas cards using a software programme. Older pupils synthesise their skills effectively to develop interesting blogs. Governance and leadership successfully support the development of pupils' ICT skills through the provision of a strong and effective digital infrastructure.

- 3.10 Pupils develop sophisticated study skills from an early age. Young pupils were seen to extend their learning very well through an understanding and application of Bloom's Taxonomy when drawing inference from an illustration. Pupils' development of ideas about the relative effectiveness of different long boat designs demonstrated their excellent logical and progressive thinking. Pupils use higher order thinking skills very effectively. For example, when their conclusions in an experiment on solubility were challenged, they suggested cooling a solution with ice, as well as heating it, in order to extend the scope of their investigation. When commenting on hypothetical scenarios, such as everyone should eat an apple at lunch time, or the school should not have a half-term break, pupils skilfully employed the six thinking hats technique developed by Edward de Bono. Pupils are highly successful in developing these advanced study skills because leadership and staff collaborate well to plan and implement initiatives such as 'Free-Thinking Friday' and ensure that what is learned is applied consistently throughout the school.
- 3.11 Pupils achieve very well in academic and other areas. They gain a wide range of academic, music, art and sports scholarship awards. Many pupils learn a musical instrument and are successful in their external music examinations. They achieve collaborative success in orchestral and choral enterprises as all pupils are given the opportunity to participate and they respond very positively. Pupils perform well locally and nationally in mathematics, science and story-writing competitions. Enthusiastic staff initiatives, encouragement and challenge empower all forms of pupils' achievement through cross-curricular days, enrichment events and an extensive range of extra-curricular clubs. Pupils compete well across a wide range of team sports and have achieved individual success in gymnastics, tennis, fencing and golf. The governors, school leaders, staff and parents work in an effective collaborative partnership to support the pupils' aspirations and achievements.
- 3.12 Pupils of all ages and abilities display excellent attitudes towards their learning. They display high levels of enthusiasm and a desire to learn and make progress, as seen when developing their French vocabulary. Pupils throughout the school are invariably positive, cooperative and show a high level of engagement with their work. The school and pupils successfully meet the aim of developing a love of learning. Pupils exhibit delight in learning as illustrated by young pupils' excitement in grasping the connection between simple and equivalent fractions. This is because the staff incorporate a variety of stimulating and challenging activities, often including a game, that meet the needs of all pupils within the class. Pupils are keen to show their understanding, and as they move up through the school they ask insightful questions and apply their knowledge to new topics and challenges. Pupils are encouraged to be curious and are rewarded with frequent praise and affirmation by their teachers. When participating in discussions they listen attentively and wait until asked to contribute. They show resilience, determination, perseverance and take pride in the presentation of their work. Pupils work well collaboratively and are very encouraging of one another in paired and group work. They readily seek help from their teachers and teaching assistants to achieve their learning goals. They celebrate their own and other pupils' achievements with joy, and are genuine in their recognition and praise for the success of others.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils display high levels of self-confidence and independence from an early age. The youngest children dressed themselves and put on their wellington boots in preparation for outdoor play largely unaided. Pupils show confidence when speaking in assemblies, in performing music and drama, and in producing thoughtful and creative artwork. They readily take on causes which they think are important. They express their views without fear of failure. As they progress through the school, pupils develop strong self-awareness and recognise that perseverance enables achievement whether in the classroom or elsewhere, such as meeting challenges faced on residential visits. All parents who responded to the pre-inspection questionnaire agreed that the school helps their child to be confident and independent. The overwhelming majority of pupils show strong inter-personal skills, develop

excellent relationships and possess the self-knowledge that enables them to set their own targets, select appropriately challenging work and reflect upon their behaviours. Pupils' levels of self-confidence and positive self-esteem are boosted because they are encouraged to 'have a go' in a nurturing environment where they feel safe. Pupils are aspirational because of the high expectations and encouragement provided by very supportive teachers. Older pupils told the inspectors that the teachers really help their self-confidence. This is because the school's leaders and staff view the school as a large family, know the pupils very well, and are committed to their long-term progress and well-being, and are a great source of encouragement and support.

- 3.15 From an early age, pupils make excellent decisions about their learning and their daily lives. The youngest children carefully consider and select activities to participate in, both in and out of class. Young pupils understand how the choices they make regarding their playground behaviour affects others and themselves personally. Older pupils explore maturely how their emotions and experiences affect their decision-making when discussing moral dilemmas and topics as when, in religious education, they considered homelessness. Pupils make careful, logical and balanced decisions ranging from those affecting their own academic progression, such as choosing which historical character to present work on, to those which determine selection for school sports teams and which charities the school will support. Pupils develop their decision-making to promote their success and well-being because the school understands their needs and provides the support and encouragement for them to be confident in their choices.
- 3.16 Pupils of all ages acquire a strong appreciation of the non-material aspects of life by engaging in music, drama, dance and art. Pupils demonstrate kindness and thoughtfulness for their peers, in line with the school's aims and values. Young pupils reflect effectively on the peacefulness that comes with quiet and stillness as in their yoga activity. They appreciate how listening quietly to music can move them emotionally, and how looking at the stars in the planetarium that visited the school created a sense of awe and wonder. Teaching encourages pupils to think about deeper values such as the beauty within a person and to develop philosophical thinking. In their discussions with inspectors, pupils spoke with passion and enthusiasm about how they were developing an appreciation of different aspects of life through mindfulness lessons and their reflection journals. Pupils who sang in the Royal Albert Hall recounted an amazing experience which they wish they could repeat. Pupils respond very well to school and class assemblies which provide opportunities for prayer, reflection and gratitude for the lives the pupils have, with prayers reflecting both Christian and Hindu values of light overcoming darkness, at the current time of Diwali.
- 3.17 Pupils' behaviour is excellent, they take responsibility for their actions and show a highly developed understanding of right and wrong. They contribute successfully to the development of class rules and follow the well-established systems of the school that promote a positive learning environment. Pupils appreciate the different needs of their peers and show a high degree of empathy when supporting one another. Pupils' moral understanding and personal responsibility is very well developed because the staff ensure that pupils know and understand the school values of kindness, truthfulness, resilience, happiness and tolerance. The staff are influential role-models in upholding these values and the pupils show they want to live by them. Pupils learn about democracy and tolerance in personal, social, health and economic education (PSHEE) lessons and assemblies, and show that they understand British values. In studying the life of Gandhi, older pupils could reflect on and explain that they should be the change they want to see.
- 3.18 Pupils social development and collaborative work is excellent. Respect and consideration for others is constantly displayed through impeccable manners and politeness to peers and adults. Pupils of all ages comply readily with class management systems and the school code of conduct, such as moving around the school quietly and sensibly. Young children show kindness and encouragement as seen when they complimented one another on their ingredient-stirring skills in a nursery lesson. Pupils throughout the school collaborate successfully to achieve their goals, for example with science experiments and peer assessment undertaken with consideration for one another's thoughts and

views. They work so productively together as a result of the abundant opportunities presented to them to work in pairs or small groups and the consistent encouragement of team work provided by staff.

- 3.19 Pupils contribute very positively to their school community, fulfilling a wide range of responsibilities conscientiously and with a sense of service and duty. Whether as school leaders, house and sports captains or taking responsibility for serving younger pupils at lunchtime, Year 6 pupils are excellent role models and leaders. Year 5 pupils provide positive support through tidying the library and scanning books and act as playground buddies. Pupils eagerly engage in activities that benefit others such as singing at community events. At a local Christmas lights event older pupils ran a stall for a charity suggested by their class. They are well supported by staff and school leaders who arrange excellent opportunities for groups to support the wider community and involve many pupils, for example the large choir that performed at a Barnardo's concert in the Albert Hall. Pupils show excellent awareness of how they can contribute, as seen when older pupils sought permission to organise a Christmas lucky dip to raise money for a children's cancer charity. Pupils identified the school council as an opportunity for bringing about change, highlighting the provision of water fountains and availability of paper napkins at lunch as two of their successful initiatives.
- 3.20 Pupils display a clear understanding of the importance of exercise and diet to promote good health. They make good decisions about what to eat at lunch, or for snacks, because they learn about nutrition in their science and PSHE lessons. Pupils understand that it is necessary for the muscles in their bodies to be warmed up at the beginning of their PE and games lessons as they learn the importance of keeping fit. They have a strong awareness of how the way they are feeling mentally can affect their performance. Older pupils told inspectors that they can maintain a good balance of work and leisure and do not feel under too much pressure. Pupils recognise that rules are there to keep them safe and they respond to these maturely, for example in the way they discussed safety precautions for the forthcoming fireworks night. Pupils know how to stay safe including when they are online.
- 3.21 Pupils appreciate the diversity of the community of which they are part. They are highly respectful of each other. Pupils have a high regard for the rich cultural diversity of the school and value the opportunities for understanding one another's culture and beliefs. They appreciate their differences and similarities and strongly express the importance of equality. Older pupils show an understanding of how inequality was emphasised in South Africa, for example, through segregation and insist that there is no such divide in their school community. Almost all parents and pupils who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people. The school is highly successful in meeting its aim of developing tolerance and understanding, consideration and courtesy within the school community and beyond. These values of mutual respect are modelled and promoted by staff who help the pupils to embrace them.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Vaughan Jelley

Reporting inspector

Mrs Colette Culligan

Compliance team inspector

Mr Marcus Culverwell

Team inspector (Headmaster, IAPS school)