



ISI Independent
Schools
Inspectorate

Regulatory Compliance and Educational Quality Inspection Reports

Dolphin School

June 2021

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School's Details

School	Dolphin School			
DfE number	872/6010			
Address	Dolphin School Waltham Road Hurst Berkshire RG10 0FR England			
Telephone number	0118 934 1277			
Email address	enquiries@dolphinschool.com			
Headteacher	Mr Adam Hurst			
Proprietor	Dolphin School Ltd			
Age range	3 to 13			
Number of pupils on roll	227			
	Early Years	48	Lower School	66
	Middle School	83	Upper School	30
Inspection dates	29 June to 2 July 2021			

1. Background Information

About the school

- 1.1 Dolphin School is a co-educational independent day school for pupils aged between 3 and 13 years. Founded in 1970 as a Montessori nursery school, it is now owned by a proprietorial body, established since the previous inspection. A board of advisors is delegated to liaise between the proprietors and the headmaster. The school comprises four sections: the Early Years Foundation Stage (EYFS), for pupils in Nursery and Reception; lower school, for pupils from Years 1 to 3; middle school, for pupils from Years 4 to 6; and upper school, for pupils in Years 7 and 8.
- 1.2 During the period March to June 2020, the whole school was closed. After 2 June, all year groups returned to school in line with government guidance with those remaining at home taught online. During this period of closure the school provided remote learning materials for all pupils. During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.4 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.5 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.6 The school's aim is to provide a happy, secure and inspirational environment, which promotes kindness, confidence, challenge, discovery and freedom. It seeks to nurture pupils to achieve their potential, supported by staff who know them well and celebrate the individual talents of every pupil. The objective is that, at each stage, pupils will develop independent thinking and empathy with suitable skills and self-confidence for the next phases of their lives.

About the pupils

- 1.7 Pupils mostly come from families living within a 15-mile radius of the school with a range of professional and business backgrounds. The school's own assessment indicates that the ability of the pupils is average. The school has identified 51 pupils as having special educational needs and/or disabilities (SEND), 11 of whom receive additional specialist help for dyslexia, dyspraxia and other conditions. One pupil in the school has an education, health and care plan. English is an additional language (EAL) for 13 pupils, two of whom receive additional support. Data used by the school have identified 24 pupils as being the most able in the school's population, and the curriculum is modified for them and for 25 other pupils because of their special talents in sport, art, music and drama.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. 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.

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

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

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

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

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, 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's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils in Year 6 and below receive relationships education and relationships and sex education in Years 7 and 8, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 Practical arrangements are made in most areas, through effective training, to safeguard and promote the welfare of pupils by means that pay due regard to the school's obligations under current statutory guidance.
- 2.10 The proprietors do not ensure that all checks on staff are carried out before work begins and checks of prohibition from management on proprietors are not carried out before appointment. The proprietors do not ensure adequate, informed review of the effectiveness of safeguarding procedures and their implementation. Several areas of the school's safeguarding policy required revision to ensure suitable provision is made for safeguarding. In failing to oversee effective review of this policy and associated procedures, the proprietors have not provided the required, informed support for the school.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6, 9–16], 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 but those relating to welfare, health and safety in paragraph 7(a) and (b) are not met.**

Action point 1

- the school must ensure that all required checks on staff are carried out before work begins and that all checks on proprietors are carried out before appointment, including checks on prohibition from management [paragraphs 7(a) and (b); EYFS 3.9]

Action point 2

- the proprietorial body must ensure effective review of the required policies and procedures to safeguard and promote children's welfare and must support the school staff through suitably informed oversight [paragraph 7(a) and (b); EYFS 3.4 and 3.7]

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.12 The school makes appropriate checks in most areas to ensure the suitability of staff. Checks on staff who have worked overseas have not always been made before work begins. A register is kept as required.
- 2.13 Appropriate checks have not been made on all members of the proprietorial board before appointment, including timely checks on those moving from the previous proprietorial board to the recently formed board.
- 2.14 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 19 and 21] are met but those in paragraphs 18 and 20 are not met.

Action point 3

- the school must ensure that all relevant checks on staff are carried out before work begins, including checks on those who have lived overseas [paragraph 18(2)(e); EYFS 3.9]

Action point 4

- the school must ensure that the following checks relating to members of the proprietorial board are made before appointment where relevant to the individual: an enhanced criminal record check; confirmation of each member's identity and right to work in the United Kingdom; an overseas check when needed and any other check required by guidance issued by the Secretary of State [paragraph 20(6)(b)(i) to (iii); EYFS 3.9 and 3.11]

PART 5 – Premises of and accommodation at schools

- 2.15 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.
- 2.16 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.17 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.18 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.19 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.

2.20 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.21 By reason of the failure to comply with the recruitment checks and safeguarding requirements referred to above, the proprietor has failed to comply with the requirement to ensure that those with responsibility for oversight of leadership and management of the school demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met.

2.22 The standard relating to leadership and management of the school in paragraph 34 is not met.

Action point 5

- **the school must ensure that proprietorial oversight demonstrates the necessary skills and knowledge in order to support the school and, through monitoring and review, ensures that that the independent school standards are met consistently and the well-being of pupils is actively promoted [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.

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

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

Key findings

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

- Pupils are eager to learn and they make excellent progress across all areas of the curriculum.
- Pupils demonstrate outstanding speaking skills; they are highly articulate and confident in their use of language from an early age.
- Pupils reflect thoughtfully and think creatively; they are able to research and evaluate effectively in the many opportunities offered in the school's curriculum.
- Pupils use a wide range of information and communication technology (ICT) skilfully and confidently to access the curriculum.

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

- Pupils' self-knowledge and self-confidence at all ages is excellent.
- Pupils have a well-developed understanding of the difference between right and wrong; they strongly uphold the school's ethos and values.
- As pupils progress through the school they develop and display strong leadership, teamwork, endurance and resilience.
- Pupils' self-esteem and well-being have been buoyant through the recent periods of school closure supported by the excellent staff pupil relations.
- Pupils have great respect for the diversity within their own community but are not yet fully aware of different cultures and traditions beyond it.

Recommendation

3.3 In the light of the excellent outcomes for pupils the school is advised to make the following improvements:

- Enhance further the high levels of pupils' achievement and personal development, in particular their excellent ICT skills, through strategic overview of the resources needed to do so.
- Ensure pupils' enhanced development of respect for the diversity within and beyond their own community through enabling their broader awareness of different cultures and traditions.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils' overall attainment is excellent; this is a significant achievement given the context of recent disruption and remote learning. Pupils achieve excellent results in their entry examinations to senior schools and regularly win academic, sports, music, art and drama scholarships. This academic year all pupils have gained entry to the senior school of their choice with some exceptionally high scores in Latin and in French, and several scholarships. This reflects the dedicated work the school has done to continue to promote the pupils' all-round education. In recent years, by the end of Reception almost all children, including those with SEND and EAL, have achieved the Early Learning Goals and many have exceeded them. This year, the school recognises that due to their lack of social contact during lockdown, there are slightly more children who are still working towards those goals who will need support in the next year. Across the school, pupils make rapid progress for their ability, as seen from work scrutiny, work on display and in lessons. Further examples of excellence were seen in pupils' submissions to the Dolphin Project Qualification (DPQ) that aligns the development of core skills with pupils' particular interests. Individual pupils' progress is monitored through assessment and any strengths and weaknesses are identified and shared with staff. Pupils benefit because teaching uses this information to provide appropriate matching of tasks in class to pupils' individual abilities and regularly shares good practice, thus meeting the recommendations of the previous educational inspection. Pupils actively monitor their own progress, informed by highly effective marking that identifies their strengths and also informs them how to improve. Pupils with SEND and the few pupils with EAL make excellent progress; they are extremely well supported in class and by specialist help. More able pupils make rapid progress, benefitting from early identification, and subsequent additional challenges in lessons and activities, including through participation in the DPQ.
- 3.6 The pupils' considerable overall success results from both a varied and innovative curriculum and a comprehensive programme of remote learning recently. In the pre-inspection questionnaires, many parents wrote of their gratitude; all parents agree that the range of subjects is suitable for their child and almost all parents agree that teaching enables their child to make progress and the school helps their child to develop skills for the future. Pupils' attitudes to learning are exceptional and promote their excellent progress. From the EYFS, pupils thrive through a learning approach which is project based, allowing them to explore the curriculum by following their own interests. At all ages, pupils are enthusiastic about their studies and talk with gratitude of the support and encouragement they are given by their teachers. In the pre-inspection questionnaires almost all pupils agreed that teachers know their subjects well and are supportive. Pupils reflect maturely on their achievements but also on how they can improve. Pupils' learning is also stimulated and supported by the introduction of 'Dolphin Habits', ten values that they will need to succeed such as thinking flexibly and persisting as they participate in the DPQ. From Year 6, pupils eagerly discover new aptitudes as they participate in the school's 'Delphic Challenge', a combination of academic and other skills, adventure and service. They are very positive about these opportunities for extended individual study and embrace them with enthusiasm.
- 3.7 Pupils have outstanding speaking skills. From the earliest years they are encouraged to share their opinions and ideas. Children in EYFS develop excellent communication skills through active promotion of the sharing of their experiences; for example, Nursery children described clearly the new plants they discovered in the woods and Reception children talked articulately for their age about emotions such as worry and excitement as they narrated their fantasy stories. Year 1 pupils articulated with evident enjoyment their previous day's visit to a zoo. Year 6 pupils confidently used scientific language when describing their experiments and Year 8 pupils delivered an entertaining assembly using humorous improvisation to share their experiences on the Isle of Skye. Pupils debate effectively, listening respectfully to the opinions of others, such as in sport when pupils explained to their peers the safety rules of shot-putting. Pupils make excellent progress in their reading, evidenced not only from observation but also from data gathered through regular assessment. Pupils' literary awareness

benefits from whole-school events such as participating in National Poetry Day and a Shakespeare Day, and they successfully participated online in a storytelling week. Pupils' written work is of an extremely high standard. Their excellent progress can be seen in individual copies of the 'Dolphin Writing Journal', which follows each pupil up the school. Imagination is a key feature of much of this work and is particularly evident in the delightful stories that some pupils in Year 6 write for their 'buddy' in the EYFS.

- 3.8 Pupils make excellent progress in numeracy. Children in the EYFS make rapid progress in numeracy, and Reception children recognise that double 11 is 22, with some pupils continuing the doubling table above 500. Year 8 pupils described accurately how they successfully solve multi-stage equations by multiplying out brackets and how to calculate angles in a polygon by breaking it into triangles. Year 4 pupils enthusiastically organised the data that they gathered on a visit to Dorset into pie charts and line diagrams. Year 6 pupils made rapid progress as they carefully constructed patterns of intersecting circles, accurately describing the polygons that these generated in compass constructions. Pupils readily apply their numeracy skills across the curriculum, such as when considering strides in games in order to improve their speed and when measuring and calculating volumes when building a working water delivery system in the woods. Pupils also apply numeracy when fund raising as part of their DPQ, carefully analysing data to maximise profit margins. Pupils' enthusiasm for mathematics is clear, stimulated by drawing inspiration from the natural environment and resources around them as well as well informed and encouraging teaching.
- 3.9 During recent periods of remote learning, pupils have embraced many new aspects of technology. Pupils confidently apply their ICT skills across the curriculum, for example Year 3 pupils uncovered a notable amount of detail in researching clocktower projects and Year 7 pupils produced highly professional Jacobean-style newspapers describing the gunpowder plot. Pupils confidently word process their written work in English, including their stories written for the children in the EYFS. They proficiently used music software to compose advertising jingles to promote their products in an entrepreneurial challenge. Although the school is currently adequately resourced, present levels are unlikely to be sufficient to support further enhancement of pupils' ICT skills from the current high level.
- 3.10 Pupils demonstrate excellent study skills that enable them to make hypotheses, analyse information and synthesise their results. This reflects the success of the 'Dolphin Core Values' and the recent introduction of the 'Dolphin Habits' schemes. Children in EYFS readily use their initiative; for example, having found an unexpected mini-beast and identified what this was, children added it to the key on their worksheet. Year 1 pupils happily engaged in writing sentences, unafraid of making mistakes as they know this is how they learn. Year 2 pupils reflected thoughtfully as they broke down their addition of two-digit numbers into stages so that they could 'jump' before they reached their solution. Pupils in Year 5 challenged themselves in music by offering each other ways of improving their samba rhythm and then adding an 'outro'. Their performance in the DPQ demonstrates the successful application of pupils' higher order thinking skills as they work independently on a topic of their choice.
- 3.11 Although, the majority of external competitions and fixtures have not been accessible since March 2020, pupils have enjoyed good success. Some competed in a national mathematical competition, winning several medals and with two pupils reaching the finals, and a national playwriting competition with two pupils shortlisted for an award. Fourteen pupils from Years 3 to 7 have been selected for publication in a national drama magazine. Over a third of pupils take individual music lessons and many of them pass grades with merit and distinction including a distinction in Grade 4 musical theatre. In 2019, a pupil won third place in a national girls' drum competition and four pupils won gold medals at a local music and drama festival. Two pupils have successfully auditioned for parts in West End and touring professional shows. Year 7 and 8 pupils participated in a local opera production and pupils regularly perform at the O2 Young Voices concert. Reception pupils won a gold medal in the Duke of Marlborough Award for duologue verse speaking. In the local horticultural show in 2019, the schools' gardening club won the highest points in the show and numerous first prizes for produce grown in the

school garden. In 2019, in sport the under-13 squad won the association for preparatory schools swimming gold medal and the under-11 team were second in the association's netball tournament.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils demonstrate notable self-understanding and self-confidence as they talk frankly about the pressures experienced during recent periods of lockdown. They are very aware of how their resilience has developed and positive about all that the school has done to encourage this. Pupils further build resilience and self-discipline through the school's extensive programme of day and residential trips, evaluating their experiences of their adventurous walking expeditions through their walking journals. Pupils understand how to improve their own learning, assisted by marking feedback and their own observations. For example, Year 5 pupils recognised that it would have helped their reports on a visit to Ironbridge if they had made more notes and asserted that they would do this better on their next trip. Year 8 pupils, when questioned on a recent visit to Skye, recognised how their self-confidence had grown through overcoming their fears during activities such as a controlled jump off a twelve-metre cliff into the sea.
- 3.14 Pupils are very well prepared for the next stage of their lives and as they prepare to move on to their next schools. Children in EYFS increasingly develop their independence through a well-structured challenging environment with easy access to learning resources. Year 2 pupils profitably spend a day demonstrating the increased self-responsibility that will be required of them in Year 3. Older pupils are both well prepared academically but also for additional social challenges in their next schools. In the pre-inspection questionnaire almost all those about to leave felt that the school had prepared them well for senior school.
- 3.15 Pupils of all ages make well-informed decisions and are encouraged to do so through a variety of initiatives such as pupil council, who advise school leaders of their opinions such as on the reintroduction of hot lunches, and roles in club leadership and as house and sports captains. The mature choices they make on what they wear and the makeup of their classes reflects their ability to be discerning and considerate. Pupils in the EYFS make their own choices of activities and whether they work in small groups, on their own or with adults. Across the school, pupils' ability to make decisions develops strongly through lesson planning which embeds decision-making opportunities, for example whether to use ICT, or the level of difficulty that they wish to tackle in their work. Pupils explained how they chose to engage in optional remote lessons during lockdown. In personal, social, health and economic education (PSHEE), pupils consider their own and others' wellbeing effectively, for example the importance of a smile. All pupils benefit from the greater awareness of mental health they develop through activities such as a mental well-being day. They react maturely to the articles that appear on noticeboards, such as about on being comfortable in your own skin, and explain articulately how these help them to consider their own well-being.
- 3.16 Pupils have a deep appreciation of the non-material aspects of life, nurtured from their earliest years in the woodland environment of the school and frequent reflection they experience in lessons and activities. Older pupils recognise that they are inspired by their surroundings to write poetry, make pictures from natural materials and simply reflect. They also talk of the peace they find in the sensory garden. Pupils explore their feelings sensitively in art, drama and music; for example, Year 5 pupils eloquently discussed the emotions displayed by musicians when performing. An online meeting with a guard from Nelson Mandela's prison inspired a passionate discussion on the meaning of freedom. Pupils spoke appreciatively of the views they encountered whilst hill climbing in the Brecon Beacons.
- 3.17 From an early age, pupils demonstrate a strong sense of right and wrong. In PSHEE, they coherently debate classroom rules and the school's code of conduct and bring any recommendations for change to the pupil council. Pupils have high levels of moral conscience, developed through well-chosen topics in the curriculum. For example, Year 4 pupils discussed with sensitivity the Victorian class system and

considered the moral and social dilemmas of the time. Year 6 pupils debated slavery, with well-expressed opinions on respecting that everyone has rights. In the pre-inspection questionnaires almost all pupils felt that the school expects pupils to behave well; this was endorsed by parents and staff. Pupils are very respectful to one another, to staff and to visitors. They conduct themselves sensibly and courteously around the school and their classroom behaviour is exemplary, giving them every opportunity for productive study.

- 3.18 Pupils of all ages are very socially aware and work effectively with others. Pupils new to the school talked of how they were welcomed and quickly made to feel at home. Children in the EYFS move around calmly, sharing resources and helping each other. Across the school, pupils display high levels of co-operation and shared learning, whether on their trips, successfully solving challenging problems together or when working collaboratively. Year 4 pupils had the social confidence to carry out a survey of other visitors on their trip to Dorset. They discussed the results with an awareness that social activities at weekends may be different to those during the week. Year 5 pupils collaborated most successfully in art and music for a samba project to compose melodic rhythms and cultural artwork to a very professional standard for their age. For older pupils, events such as a charities fair and the Delphic Challenge demonstrate successful shared participation and excellent teamwork. The gardening club held a lockdown competition to grow the largest flower and pupils explained how participation helped to keep them together as a community. Recently, pupils' social engagement has been reinvigorated and developed through walks which allowed them to see and talk to their friends again and rebuild relationships, with any pupils that found it hard to make the necessary social adjustments being well supported by appropriate staff. Pupils' social development, including excellent working partnerships between different genders, is strong; older pupils take an active role in assisting their younger peers, reinforced at all times by the ethos of the school and modelled on excellent relationships between staff and pupils.
- 3.19 Pupils delight in making a significant contribution to the school through roles such as pupil council members or a 'buddy' to a younger child. The house system further enables such contributions, as on the sports day where pupils were most enthusiastic as their colleagues won house points. Pupils actively involve themselves in supporting a wide range of local and global charities that they select, organising their own fund-raising activities. During the inspection visit, Year 8 pupils raised awareness of epilepsy by displaying their own posters explaining to younger pupils the importance of their chosen charity and through purple hearts placed around the school. Older pupils show high levels of empathy and mindfulness when completing the service section of the 'Delphic Challenge'. Despite limited opportunities recently pupils still read to residents in care homes, play music in the community, clean the local war graves and maintain the sensory garden. Pupils have on trips learnt to contribute to others by acquiring new skills such as preparing meals, peeling potatoes, cooking and washing up.
- 3.20 Pupils demonstrate deep respect for others. Although there is a limited range of different cultures and traditions in the school community, pupils develop sensitivity and tolerance of others through its promotion in lessons and in assemblies. Pupils have shown their respect for the NHS by renaming their classes after prominent doctors, both male and female. Pupils speak warmly of how much they have learnt through participation in events such as Black History Month and the International Day of Language. Children in the EYFS talked about differences between town mice and country mice as they built them houses. Pupils explained persuasively in interviews how they had learned to appreciate different cultures and religions in earth studies and global citizenship lessons. Pupil's self-chosen projects have explored themes such as prejudice, injustice, racism and a comparison of Muslim and Christian beliefs. In mathematics, Year 6 pupils compared their own geometrical patterns to those in Muslim mosques and palaces and showed understanding of Muslim traditions of peace. In past years, these themes have been reinforced further through trips and by visiting speakers. As such opportunities have been limited recently the school recognises the need to address this once guidance permits.

3.21 Pupils understand well the need to stay healthy and safe. They embrace readily the many opportunities for physical exercise available to them. Older pupils demonstrate their physical health on their long walking expeditions, at times outpacing the accompanying staff. Pupils also learn to appreciate broader safety rules as they take part in activities such as hill scrambling and abseiling. Pupils are confident that they understand what constitutes a healthy diet. Children in the EYFS make their own snacks and help themselves to fruit and vegetables. They know they should wash and sanitise their hands. Older pupils understand the dangers of some practices; Year 8 pupils shared their clear understanding of legal and illegal drugs and how various laws keep them safe. In the pre-inspection questionnaires, all pupils agreed that they understood how to keep safe online and almost all parents agreed that the school encourages pupils to adopt a healthy lifestyle. Pupils' mental health has remained robust due to strong support from the school. Leaders acted swiftly to remedy a concern expressed by parents in lockdown about online learning and built in five-a-day screen breaks from remote learning and activities. The maintenance of the pupils' high standards of mental health during recent months has been achieved through the careful management of appropriate safety measures by school leadership. There has been no involvement by the new proprietorial board. Despite the issues with governance of the school, leaders have worked hard to ensure that pupils' personal development has not been impacted.

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 the Advisory board, as no representative from the proprietorial body was available, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assembly. 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 Serena Alexander	Reporting inspector
Mrs Julie Lowe	Accompanying Inspector
Mr Desmond Dunne	Compliance team inspector
Mr Luke Harrison	Team inspector (Head, IAPS school)