



ISI Independent
Schools
Inspectorate

FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS

HOWE GREEN HOUSE SCHOOL

SEPTEMBER 2017



CONTENTS

SCHOOL'S DETAILS	3
1. BACKGROUND INFORMATION	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. REGULATORY COMPLIANCE INSPECTION	5
Preface	5
Key Findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	6
PART 5 – Premises of and accommodation at schools	6
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
3. EDUCATIONAL QUALITY INSPECTION	8
Preface	8
Key Findings	9
Recommendations	9
THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS	9
THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	11
4. INSPECTION EVIDENCE	14

SCHOOL'S DETAILS

School	Howe Green House School			
DfE number	881/6038			
Registered charity number	297106			
Address	Howe Green House School Great Hallingbury Bishop's Stortford Hertfordshire CM22 7UF			
Telephone number	01279 657706			
Email address	schooloffice@howegreenhouse.essex.sch.uk			
Headmistress	Mrs Deborah Mills			
Chair of governors	Mr Simon Hutley			
Age range	2 to 11			
Number of pupils on roll	174			
	Boys	92	Girls	82
	Day pupils	174		
	Years 1 to 2	38	EYFS	57
	Prep	79		
Inspection dates	26 to 28 September 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Howe Green House is an independent day school for boys and girls aged between 2 and 11 located in fifteen acres on the Hertfordshire and Essex border close to Hatfield Forest. Founded in 1987 by a group of staff and parents, the school is a charitable trust which is administered by a board of governors.
- 1.2 Since the previous inspection the school has undergone a refurbishment programme including a new suite of computers and the introduction of tablet computers for pupils and staff. The playgrounds and access to the grounds have been upgraded with new equipment and all-weather surfaces.

What the school seeks to do

- 1.3 The school aims to create opportunities for pupils to realise their potential in a family environment where they can feel valued, fulfilled, confident and emotionally literate. The objective is that, at each stage, pupils will be encouraged to look beyond themselves to develop spiritually and creatively and to make decisions and take risks to achieve their goals.

About the pupils

- 1.4 Pupils come from a range of backgrounds, living within a 15-mile radius. Most pupils are of white British origin with other ethnicities represented throughout the school. Standardised non-verbal and verbal reasoning tests and progress tests in English and mathematics used by the school indicate the ability profile of the pupils is broadly average. The school has identified 18 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyscalculia and dyspraxia, all of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for two pupils, whose needs are supported by their classroom teachers. The school has identified 13 pupils as being the more able of the school's population, and the curriculum is modified for them and for seven other pupils because of their special talents in sport and the performing arts.

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 meets the 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 no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.10 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.11 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.12 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those 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, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

PART 7 – Manner in which complaints are handled

2.15 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

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

PART 8 – Quality of leadership in and management of schools

2.17 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

2.18 The standard relating to leadership and management of the school [paragraph 34] is met.

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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Kindergarten	Nursery (3 to 4 years)
Acorns Nursery	Nursery (2 to 3 years)

Key Findings

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

- Pupils demonstrate good knowledge and skills across the curriculum.
- Pupils are confident and articulate communicators.
- Pupils willingly engage with their learning, work well collaboratively and display positive attitudes.
- Pupils' progress is good overall and excellent where feedback provides clear direction for improvement.
- Pupils' independent learning is not consistently developed within their good study skills.

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

- Pupils are confident and resilient, willing to meet challenge and well prepared for future transition.
- Pupils behave responsibly showing a clear moral understanding and keen sensitivity to the needs of others.
- Pupils make an excellent contribution to the school in undertaking their responsibilities effectively.
- Pupils learn to make important decisions and show excellent understanding of how to stay safe and healthy.

Recommendations

3.3 The school is advised to make the following improvements:

- Ensure that all pupils are provided with sufficient direction for improvement particularly with written feedback.
- Ensure that all pupils are able to develop their study skills further through increased opportunities for independent learning.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

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

3.5 Pupils demonstrate good knowledge and skills across the curriculum. They show excellent understanding and skills relative to their age in some specialist subjects and in some sections of the school. Children in the Early Years Foundation Stage (EYFS) successfully develop language, mathematical, social, physical and creative skills in their learning in both play-based and more formal situations, through a good range of opportunities including games, songs, rhymes and every day problem-solving activities. Younger pupils achieve success in creating number sentences because of good planning and individual support for less able pupils and those with special educational needs and/or disabilities (SEND). Positive encouragement and praise is used well to help pupils of all abilities to develop their physical skills to a good level. Younger pupils show good ability with basic Spanish. Older pupils used scientific vocabulary well to explain the earth's rotation and demonstrated good vocabulary in developing work on cyberbullying referring to 'isolation' and 'denigration'. Younger pupils show a high degree of competence with percussion instruments in their music and older pupils display high levels of skill in drawing, colouring, painting, building, time management and organisation in creating a new sculpture to position outside the art room. The pupils' outstanding skills in creative and performing arts are strongly supported by the specialist teaching provided.

- 3.6 Pupils' attainment, based on results from standardised progress reports in English and mathematics; lesson observations; pupils' work; scrutiny of leavers' destinations and the school's own assessment data is judged to be above national age-related expectations. Pupils of different abilities and needs make good progress. Pupils with SEND achieve and progress well in line with their peers as they are well provided for with suitable specialised equipment and additional support from staff who understand their individual needs well. Most parents' responses to the pre-inspection questionnaires agreed that the school effectively meets their children's educational needs. Inspectors found that the assessment and planning in place enabled all pupils to be supported effectively. Pupils are keen to learn and relish challenge. Staff positively support them, with verbal feedback and encouragement to self-evaluate. Written feedback is excellent in places but a recommendation from the previous inspection, to ensure a consistency of approach in marking to reflect best practice, is not yet fully embedded in daily practice. Year 6 pupils are successful in gaining places at senior schools with competitive entry requirements for which they are prepared well. The more able achieve a range of academic; drama; art; music; sport and all-rounder awards.
- 3.7 Pupils develop good study skills from an early age in a supportive environment. Pupils approach investigative challenges enthusiastically and can use a range of resources to analyse and produce hypotheses. More able pupils are given opportunities to extend their skills through participating in extension workshops at local independent senior schools. Work in pupils' books showed perceptive and well considered questions that they would ask people who had lived through the Second World War. Pupils' problem-solving skills are well developed in mathematics. Older pupils apply higher-order thinking skills to their analysis of data effectively. When provided with opportunities for open-ended questions, pupils are willing to take risks without concern that their answer may not be correct. In discussion with inspectors, pupils explained about some opportunities for independent learning in creative writing, research and project work that they had experienced, but such opportunities are not consistently available across the curriculum and in all parts of the school. The school leaders are introducing a 'growth mindset' programme to further benefit the development of pupils' good study skills.
- 3.8 Pupils of all ages demonstrate excellent speaking and listening skills, communicating confidently and articulately across a range of subjects and in significant roles such as members of the highly effective school council. Pupils' outstanding fluency in communication stems from the opportunities given to all to participate in class discussions, to speak in assemblies and write in a variety of genres across the curriculum. The youngest children spoke with clarity and confidence when describing how the materials felt when they were making dough. Older pupils discussed the Shakespearean and modern language articulately following their visit to a Shakespeare workshop. Pupils, including those with SEND, write with fluency, interest and sensitivity appropriate to their age and ability. In writing descriptively about the beach, more able pupils produced extended and complex prose. The teachers' expectations of high standards of behaviour enable pupils to concentrate and listen well to instructions.
- 3.9 Throughout the school, pupils handle numbers with confidence and competence. Pupils' mathematical skills develop well because of the challenge, enthusiasm and stimulation provided by the teaching and the opportunities given to pupils to apply these skills across different subjects. Children in the EYFS made estimations when using scales to make cookies and named two-dimensional shapes confidently before setting off on their 'Shape Walk'. Year 1 pupils can count forwards and backwards to 20 and create number sentences. Year 2 pupils used tally charts and counting in Spanish when tasting tapas. Pupils enjoy the challenge of turbo tables and can demonstrate an understanding of complex mathematical ideas and apply mathematical skills well. For example, older pupils are able to break down large numbers into prime factors.
- 3.10 Pupils are competent users of information and communication technology (ICT) and apply this well to support their learning across other subjects. They use appropriate spreadsheet, presentation and publishing software applications with confidence, producing imaginative posters and effective

presentations. All pupils from Reception upwards benefit from discrete ICT lessons where they are introduced to coding and touch typing. Knowledgeable staff and a spacious, well equipped computer suite support the development of pupils' ICT skills. Children in Reception used tablet computers confidently on their search for shapes around the school. The introduction of tablet computers in classrooms has enabled pupils to carry out efficient research, for example older pupils researched three-dimensional sculpture techniques, and developed their learning experience in other ways such as filming their performance for review.

- 3.11 From the EYFS upwards, pupils show excellent attitudes to their work. They enjoy learning for its own sake and derive satisfaction from working hard and doing their best. Staff encourage pupils to work together with a partner or in a small group and the pupils respond with outstanding collaborative efforts. Pupils organise their resources for the day efficiently before lessons begin and show initiative in organising themselves and their assignments to manage their time effectively during lessons and activities. Younger children showed curiosity and enjoyment on their visit to the school orchard to collect apples and pears to turn into juice. Pupils show high levels of enthusiasm, determination and perseverance in their physical activities outside the classroom. All pupils are supported by warm and encouraging staff who use praise highly effectively to motivate pupils. Pupils support one another well in class with the more able achievers often supporting those who find the work more challenging. Pupils accept both positive and negative appraisal of their work by their peers with equanimity, and they recognise and celebrate the success of others magnanimously. The commitment given in the aims and ethos of the school, to enable pupils of all ages and abilities to do the best they can, is clearly promoted by school leaders and staff at all levels.
- 3.12 Pupils' achievements in academic and other areas are good. Pupils have achieved national recognition in art, in sports competitions including archery and in the UK Primary Mathematics Challenge. Many pupils learn a musical instrument and gain success in their external examinations. Successful grades are also achieved in drama and ballet examinations. At a more local level, pupils have won writing and hand-writing competitions in the Great Hallingbury Flower Show. Pupils benefit positively from the opportunities available to develop their skills through specialist teaching and extra-curricular clubs. A small minority of parents responding to the questionnaire were not satisfied with the choice of extra-curricular activities. The provision for the older pupils is adequate and the younger pupils that attend after-school club are well catered for. The governors, school leaders, staff and parents work in an open and collaborative partnership with the school to support the pupils' achievements effectively.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils develop high levels of confidence and resilience which enables them to be well prepared for their transition to senior school. Pupils have a strong sense of self-knowledge and awareness that is developed through the highly supportive and nurturing environment provided by a caring staff. Pupils who spoke to the inspectors recognised the value of doing one's best saying that 'everybody works hard, but you are in competition with yourself'. Pupils show confidence when speaking in public and they are willing to ask for support readily if they do not understand a concept in class. The encouragement provided by staff, who know them well, enables pupils to develop resilience through not being afraid to make mistakes with their work. Pupils with SEND show confidence and self-esteem as staff attend to each individual's needs. Younger pupils, including those with SEND, show determination and perseverance when developing ball skills and applying themselves to problem-solving. Pupils respond well to the request to challenge themselves. Staff are generous with their encouragement, giving plenty of positive praise. This acknowledgement and reward for their effort further enhances pupils' confidence and self-esteem. Pupils' success is celebrated in class and in public through regular awards assemblies.

- 3.15 Pupils of all ages learn to make appropriate decisions about their lives and from an early age, recognise the consequences of their choice. In the EYFS, children can make choices determining their activity. As they progress through the school, pupils continue to have choices in areas of their learning, such as which level of exercise to complete in mathematics or a choice of assignments in other subjects. Pupils understand how the decisions they make will affect their well-being. In an ICT lesson, older pupils discussed the risks involved in using social media and the potential outcomes of their decision-making. An exemplary elected school council, with representatives from all classes, meets weekly and provides an excellent platform for making decisions. It makes decisions on fund-raising activities and projects to benefit the school.
- 3.16 Pupils of all ages have an excellent awareness of right and wrong. In EYFS this is encouraged by teachers referencing the classroom displays. Pupils' work in which they consider 'Rights and Responsibilities', as part of their personal, social, health and economic education (PSHE) course, is displayed in the Year 4 classroom. The culture of personal responsibility central to the school ethos pervades all that the pupils do. Pupils have a strong sense of personal responsibility and behave sensitively towards themselves and others. Reception children, who are learning to get changed for physical education (PE) lessons, help others once they have finished changing themselves. They learn not to disturb others as they discuss school rules before setting off on a walk around school. Pupils take responsibility for their behaviour which is excellent. This comes through high expectations of staff and the modelling of good behaviour by staff and older pupils in the respect and consideration that they show one another. The pupils help to keep the school extremely tidy and well presented. In discussion with inspectors, the pupils said that they would not break any rules deliberately, but it might happen by accident. Staff note that pupils are very quick to apologise for any wrongdoing and that forgiveness is a key part of the school's culture and restorative practice.
- 3.17 Pupils have an outstanding sense of social responsibility. They are highly collaborative and sensitive to the needs of others, showing exemplary courtesy and good manners. Pupils display teamwork in all aspects of school life and older pupils are frequently seen supporting younger pupils in different settings. Younger children in EYFS clear up collaboratively with two or three combining to carry play equipment. In art, pupils worked harmoniously as 'colour detectives' so that their individual sculptures would have greater impact when placed alongside one another to form the entire piece of work. Pupils work towards common goals understanding that the sum of their efforts will be greater than the parts. Following a visit from the NSPCC, older pupils were seen to work successfully together in ICT, creating informative posters and presentations on the topic of cyberbullying. Pupils excellent social skills are nurtured by the considerate, caring and inclusive approach that leaders and governors have successfully embedded into the ethos of the school.
- 3.18 Pupils make an excellent contribution to the school in fulfilling their responsibilities efficiently and effectively. The older pupils help younger pupils in assembly, in lunch, with reading, in break and in the school council. The playground helpers wear sashes to be readily identifiable and younger pupils are given 'buddies'. All Year 6 pupils undertake positions of responsibility and opportunities are also afforded to pupils in other year groups. Pupils are aware of those less fortunate than themselves because of the teaching they receive. Older pupils are encouraged to support the local community and participate in the Great Hallingbury Fair and the Harvest Festival, as well as singing carols to the occupants of a residential care home. Pupils raise funds for a wide range of national and international charitable organisations. The school council chooses charities to support and the pupil heads of school select a special cause. The most recent was 'Water Aid' and Prep pupils competed for their school houses in a number of wet and enjoyable events to raise funds.
- 3.19 Pupils show a good sense of spiritual understanding and appreciation of less material aspects of life. In a whole school assembly, pupils listened appreciatively to unaccompanied singing, whistling and sounds they modelled to create a highly atmospheric piece representing autumn. Young pupils spoke of joy, reflection and asking for help when referencing a familiar hymn for harvest time. In discussion with inspectors, pupils spoke of how a painting activity in art enabled them to be calm and

contemplative, expressing an appreciation of the opportunity to be quiet and reflective, enjoying the space afforded by the room and the relaxing background music. Pupils appreciate the extensive natural environment around the school buildings and in response to a suggestion from younger pupils, the school council discussed and agreed to site bird-boxes with webcams around the school.

- 3.20 Pupils benefit from the school's family environment and when discussing 'tolerance to others' with inspectors, pupils commented on the strong sense of family and stated that one of the best things about the school is that it is welcoming. Diversity is respected as seen in an EYFS assembly where children said, 'We are all unique'. After exploring the concept, the children were given the opportunity for quiet reflection. Older pupils spoke respectfully of the different cultures they could see represented in images from the United Kingdom and Mexico. The digital learning journals of EYFS children show photographs of themselves celebrating Japanese Children's Day, Diwali, Easter and Chinese New Year. The stimulating PSHE programme supports pupils in deepening their understanding of living in a diverse and multi-cultural society. Participation in the school council allows them to experience democracy in action. Almost all parents and pupils in their questionnaire responses agreed that the school successfully promotes values of democracy, respect for other people, and tolerance of those with different faiths and beliefs.
- 3.21 Pupils show a strong awareness of how to stay safe and the need for a healthy lifestyle. Guidance on safety in and out of the classroom environment is adhered to conscientiously. Younger pupils are careful using scissors and are sensible when working with a wheelchair in the room. Pupils are aware of keeping safe when moving around the school site and online. Talks from outside agencies and the actions of staff help to minimise risk and ensure that the pupils are risk-aware. Staff promote a healthy lifestyle and pupils make sensible choices for their morning snacks and at lunch. An older pupil was overheard explaining to a younger pupil, during lunch, why it was important to drink water. Pupils recognise the need for exercise and benefit from the excellent facilities for outdoor play and sport in which they participate with enthusiasm. Pupils and parents were overwhelmingly positive in their questionnaire responses concerning the school's effectiveness in keeping the pupils safe. The pupils' personal development is strongly supported by the school ethos promoted by staff, leadership and governors.

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 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 Alison Povall

Compliance team inspector (Compliance officer, IAPS school)

Mrs Janet Lowe

Team inspector (Headmistress, ISA school)