



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Manor Lodge School**

**February to March 2023**

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### School's Details

|                                  |   |    |                    |     |
|----------------------------------|---|----|--------------------|-----|
| <b>School</b>                    | Manor Lodge School  |    |                    |     |
| <b>DfE number</b>                | 919/6232  |    |                    |     |
| <b>Registered charity number</b> | 1048874   |    |                    |     |
| <b>Address</b>                   | Manor Lodge School<br>Rectory Lane<br>Ridge Hill<br>Shenley<br>Hertfordshire<br>WD7 9BG |    |                    |     |
| <b>Telephone number</b>          | 01707 642424  |    |                    |     |
| <b>Email address</b>             | enquiries@manorlodeschool.com   |    |                    |     |
| <b>Headteacher</b>               | Mrs Alyson Lobo   |    |                    |     |
| <b>Chair of governors</b>        | Mr David Arnold MBE   |    |                    |     |
| <b>Age range</b>                 | 3 to 11   |    |                    |     |
| <b>Number of pupils on roll</b>  | 457   |    |                    |     |
|                                  | Nursery   | 24 | Preparatory school | 433 |
| <b>Inspection dates</b>          | 28 February to 2 March 2023   |    |                    |     |

## 1. Background Information

### About the school

- 1.1 Manor Lodge is an independent co-educational day school, situated in a rural location near Shenley in Hertfordshire. The school was founded in 1991 and is a charitable trust administered by a board of governors. There is a self-contained nursery on site for siblings of older pupils who attend the preparatory school.
- 1.2 Since the previous inspection, the school has opened its new facility for teaching science, technology, engineering, art and mathematics (STEAM), which includes a learning resource centre, technology hub and art studio with exhibition space. The school has also further developed its outdoor learning spaces and created a dedicated language suite. A new headteacher was appointed in September 2018.

### What the school seeks to do

- 1.3 The school aims to deliver a forward-thinking curriculum that inspires intellectual curiosity within each child and promotes academic excellence and individual achievement. The objective is for the children to feel safe and secure in an environment where each voice is heard, well-being is nurtured and diversity and inclusivity are celebrated.

### About the pupils

- 1.4 Most pupils live within a 25-minute drive from the school. Their cultural backgrounds reflect the locality. Standardised test data provided by the school indicate that the ability of the pupils is above the average compared with those taking similar tests nationally. No pupil in the school has an education, health and care (EHC) plan. The school has identified 43 pupils as having special educational needs and/or disabilities (SEND), 29 of whom receive additional specialist support. English is an additional language (EAL) for 59 pupils, none of whom require additional support. The school does not specifically identify more able pupils but provides additional challenge according to pupils' needs.

## 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 (EYFS) statutory framework. 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 FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED 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 standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; 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 standards 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'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 receive relationships education. 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 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.
- 2.9 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**

- 2.10 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 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.

**2.15 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 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 wellbeing of the pupils.

**2.19 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.

**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 of all abilities achieve high standards across the curriculum and make excellent progress from their different starting points.
- Pupils have excellent communication skills; they are highly articulate, confident speakers who listen attentively and respond maturely.
- Pupils' mathematical achievement and skills are outstanding.
- Pupils love learning; they have highly positive attitudes fostered by a rich and challenging indoor and outdoor curriculum and a wide range of enrichment opportunities.
- Pupils of all ages develop notably strong study skills which they use across all areas of the curriculum.

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

- Pupils of all ages develop high levels of self-knowledge, self-confidence and resilience as they progress through the school.
- Pupils mix well across all age groups and display genuine concern, consideration and support for one another.
- Pupils develop a deep affinity with the outdoors as a result of the school's extremely well-developed outdoor learning programme.
- Pupils value and celebrate diversity and show excellent levels of cultural understanding.

#### Recommendations

3.3 The school is advised to make the following improvements.

- Enhance the achievement of all pupils still further by ensuring that there is a suitable level of challenge in every lesson.
- Enable pupils to lead more initiatives within the school and the wider community.

#### The quality of the pupils' academic and other achievements

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

3.5 The overall attainment of pupils, including those with SEND and EAL, is above average in relation to national age-related expectations, as confirmed by evidence from lesson observations, interviews

with pupils, scrutiny of their work and examination of standardised assessment data. In the EYFS, children make rapid progress from a broad range of starting points. By the time they leave Reception, almost all children meet expected levels of development. As they move up through the school, each individual pupil's progress is tracked rigorously by school leaders and support is put in place if needed. By the end of Year 6, the large majority of pupils are achieving, on average, two years ahead of their chronological age in both mathematics and English. This excellent attainment means that pupils are extremely successful in gaining entrance to highly competitive senior independent and state schools, with a large proportion being awarded scholarships. The progress of all pupils is enhanced because, in the vast majority of lessons, teachers understand and plan for their individual needs. Pupils with SEND receive an excellent quality of support.

- 3.6 Pupils of all ages and abilities are curious and creative learners. They develop excellent knowledge, skills and understanding across all areas of the curriculum and in their extra-curricular activities. This is as a result of the opportunities provided by the extremely broad curriculum, which seamlessly blends outdoor and classroom-based learning. For example, in a Year 4 science lesson pupils worked outdoors in small groups to arrange themselves into a physical representation of the digestive system; each pupil demonstrated an excellent understanding of their role in the digestion process and their relationship with other critical components of the system. Pupils are extremely well informed on a very wide range of topics. In a Year 5 history lesson, pupils spoke knowledgeably about key events in British History post 1930, explaining the reasons why Britain joined the European Union in 1973. Pupils' rapid development in their knowledge and understanding is due to the high expectations set by their teachers in almost all lessons, and the encouragement to think for themselves. The vast majority of pupils who responded to the inspection questionnaire agreed that their skills and knowledge improve in most lessons, that their teachers know their subjects well, and know how to help them learn. A minority of older pupils commented that they did not always find all lessons interesting. Inspectors observed that in a very small number of lessons, planning was not sufficiently differentiated to hold the interest of all pupils.
- 3.7 Pupils' skills in art, drama, dance and music are particularly strong for their age. This is a result of high-quality specialist teaching and the vast range of opportunities beyond the curriculum for pupils to develop their talents and interests. The majority of pupils learn at least one musical instrument and achieve commendable results in external music examinations. Pupils spoke of their enjoyment in being a part of the school's orchestra, ensembles and choir. A high number of pupils enjoy success in music, speech and drama at the Watford Festival. Pupils achieve strongly in a wide range of sports, individually and within teams, including at regional or national level in football, netball and judo. In discussions, pupils spoke of their pride in representing their house and their school. They commented on how well they are supported and encouraged by their teachers and school leaders, and that their successes both within and beyond school are warmly celebrated by the whole school community. This encouragement begins with the youngest children in Nursery, whose achievements are celebrated on the "WOW" wall. Inspection evidence confirms that the school successfully meets its aim to deliver a forward-thinking curriculum that inspires intellectual curiosity within each child, promotes academic excellence and individual achievement.
- 3.8 A particular strength amongst all pupils is their ability to communicate effectively. Throughout the school pupils are highly articulate and listen attentively to one another's ideas and opinions. In interviews they spoke assuredly with inspectors, acknowledging the many opportunities provided by the school for debating, presentation and performance, which they said help to build their confidence in speaking in front of a range of audiences. Pupils are encouraged to discuss their learning and are always eager to explain their reasoning in response to teachers' highly effective questioning. In a Year 2 English lesson, pupils worked effectively with their partners to share ideas for how to improve their noun phrases and add speech to their story plans. Pupils appear at ease when discussing their ideas and feelings. Reception children showed great empathy and sensitivity when describing how the astronaut, Tim Peake, might have felt, waving goodbye to his children when he set off to the international space station.

- 3.9 Pupils' written communication skills develop rapidly. They gain strong comprehension skills from an early age because of leaders' focus on reading, and this is reflected in their writing which shows a considerable breadth of vocabulary and creativity. Year 1 pupils produced excellent descriptive writing inspired by their welly walk through the woodland environment. Year 6 pupils showed mature understanding of literary devices, writing from the viewpoint of the father in *Private Peaceful*. Pupils clearly love reading, as demonstrated by their enthusiastic participation in all the activities organised by the school's leaders for World Book Day, held during the inspection. The youngest children animatedly discussed their favourite books with the older pupils, confidently describing the characters, themes and illustrations.
- 3.10 Pupils' mathematical achievement and skills are outstanding. They are confident and inquisitive and apply their skills particularly well to problem-solving. Pupils are extremely positive about mathematics and their skills develop rapidly. They display a strong capacity to explain how they have reached an answer, using correct mathematical terminology. They are not afraid of making mistakes and understand this is an important process for reaching the right answer. Year 4 pupils explained clearly and articulately their methods for calculating complex word problems involving addition and subtraction of decimals. In a Year 6 mathematics lesson, pupils confidently constructed perpendicular bisectors carefully manipulating their compass to create a precise bisection before progressing to angle bisection.
- 3.11 Pupils apply their mathematical skills extremely effectively across the whole curriculum: analysing scientific data; coding computer models; producing a historic timeline and calculating ratios of ingredients when cooking. Pupils develop a deep understanding and awareness of how mathematics is used in the real world, as a result of opportunities provided by the school's leaders and teachers in the outdoor and STEAM curriculum. In a Y6 computing lesson, pupils developed their spreadsheet skills to solve large number sequencing problems and model financial planning solutions. Year 4 pupils drew on their knowledge of how to find the mean and median when using the stick method to calculate the height of trees in the woodland environment.
- 3.12 Pupils of all ages are highly competent in their understanding of computing and confidently use a range of digital devices and applications. This is as a result of the commitment and investment of school leaders and governors, which has ensured this area of the curriculum is extremely well-resourced and fully integrated across all subjects. Pupils recognise the importance of information and communication technology (ICT) as a tool to enhance their learning, whether for research, word-processing, web design, video creation or presentation. Reception pupils produced outstanding creative writing and artwork after using augmented reality technology to launch their own space rocket and follow it up to the space station. Year 4 pupils confidently explained the editing skills they had used in a personal, social and health education (PSHE) lesson to create videos of how to stay healthy.
- 3.13 Pupils throughout the school demonstrate extremely accomplished study skills which they use across all areas of the curriculum. They display a genuine love of learning and are highly motivated, engaged and enthused by the opportunities provided by the blended outdoor and indoor learning environments. They are independent thinkers who are actively encouraged by their teachers to express their opinions, pose questions, take risks and try out new ideas. In discussions with inspectors, Year 5 pupils expressed their enjoyment of tackling the challenging big question topics, posed by their teachers, which allow them the freedom to work independently or in groups to plan, research and then present their findings on questions such as "How has technology changed wars?"
- 3.14 From a very young age pupils organise and plan their work maturely and take pride in its presentation. They respond to teachers' high expectations by settling to work quickly, and they actively seek ways to go above and beyond what has been asked of them. They persevere when presented with challenging tasks, sharing their ideas to support their peers. This was demonstrated in a Year 3 music lesson where pupils supported each other in learning new chords on the ukelele, following a complex reggae beat. Pupils took the lead in conducting the class as they produced an excellent rendition of

‘three little birds’ in unison. Pupils’ excellent study skills and their extremely positive attitudes to learning are a significant factor in their high levels of achievement.

### **The quality of the pupils’ personal development**

- 3.15 The quality of the pupils’ personal development is excellent.
- 3.16 Pupils of all ages and abilities display notably high levels of self-knowledge, self-discipline and resilience. They respond extremely well to challenges, showing commitment, enthusiasm and a determination to succeed. They have an excellent understanding of their own strengths and weaknesses as a result of the high-quality feedback provided by their teachers which identifies clear targets and poses questions for further extension. This was seen during form time when Year 2 pupils quickly organised their belongings, without direction, and then settled to editing their work on castles, in response to their teacher’s written feedback. If they encountered problems they resolved them with the help of another pupil, leaving the teacher free to continue hearing readers. In discussions with inspectors, Year 5 pupils commented on how they benefit from *Reflection Wednesdays* in mathematics where they self- and peer-assess their learning and reflect together on their understanding.
- 3.17 From a very young age, pupils become confident in making decisions, as a result of teachers allowing them freedom to choose about how to approach tasks and present their work. This was seen in Nursery where the children designed their own activities based on their learning about firefighters. In a Year 3 PSHE lesson pupils discussed the impact of making the right decisions around friendships and understood that saying sorry and showing forgiveness is an important step in restoring broken relationships. Older pupils appreciate how the decisions they make can affect their future. In discussions with Year 5 and 6 pupils, they commented that they feel well prepared for the next stage of their education and were fully involved in decisions about their future secondary schools. They praised the support and guidance provided by their teachers to help them make the right decisions and to succeed in achieving their aims.
- 3.18 Pupils demonstrate an extremely strong awareness of the non-material aspects of life, through their engagement with the outdoors. Pupils talk enthusiastically about their love of nature and how they can appreciate the seasonal changes. Children in the EYFS described how the school pond changes throughout the year. Year 1 pupils were able to identify and articulate different signs of spring during their outdoor learning time. They use detailed language such as ‘new growth’ and ‘peeping through the earth’ to describe new life. Older pupils spoke of their favourite tree, Grandpa Oak, and their observation of new growth which has started to emerge. Pupils appreciate moments of quiet reflection, as demonstrated in a World Book Day assembly based on the book *In my heart*. They confidently expressed the feelings invoked by different imagery and music, through the medium of movement and dance, and then shared their own personal reflections. Work in pupils’ books shows that they have excellent spiritual awareness. Year 3 pupils’ written work in religious studies displayed a mature understanding of the common strands of belief, faith, hope and love and reflected that whatever our beliefs, it is these values that unite us all.
- 3.19 Pupils of all ages have an extremely strong sense of right and wrong. They are mindful of the wellbeing of others, as shown in the highly positive relationships observed between pupils and modelled by adults in school. Pupils’ behaviour in lessons, at play, and when moving around school consistently reflects the school’s values: to be positive; have integrity and show kindness. The development of their moral values begins in EYFS where children learn to understand the impact of good actions and choices. For example, in Nursery children place an acorn in the kindness jug to recognise each other’s acts of kindness. As they progress through the school, pupils contribute to the setting of class rules and take ownership of them. In discussions, older pupils articulated a keen awareness of justice and fairness. They expressed their appreciation for the way in which school leaders encourage honesty

and openness and help them to take responsibility for their behaviour by reflecting on their actions if they have done something wrong.

- 3.20 Pupils' social awareness is excellent and this helps to create an extremely happy community across the whole school. Highly effective collaboration was observed throughout lessons and in extra-curricular activities. Pupils show courtesy and respect when listening to each other. They value each other's contributions, wait their turn to speak and understand when to compromise, recognising that different pupils have different needs. In a Year 1 games lesson, pupils demonstrated outstanding teamwork and leadership skills when discussing how to complete a relay task, and then reflected on how they could improve their teamwork to be more successful. Year 6 pupils value the collaborative skills which they develop through enterprise projects, such as setting up their own company to make and sell cookies. Older pupils support younger pupils in house families, which they commented helps them to forge new friendships across year groups. Year 5 pupils are excellent role models as playground buddies, where they support Reception pupils in developing skills of sharing and cooperation.
- 3.21 Pupils make valuable contributions to the school community through roles such as school council leaders, eco team, librarians, sports and house captains. They take their duties very seriously and respond maturely to the trust placed in them by school leaders. At the most recent governors' day in school, Year 6 pupils showed their appreciation for the investment made in technology by teaching governors how to use computer assisted design software. They show a strong understanding of how they can help those less fortunate than themselves and are extremely motivated to take part in fundraising activities. Older pupils commented that they were keen to learn more about the projects which the school supports, feeling that their engagement was sometimes limited as ideas are often initiated and led by staff.
- 3.22 Pupils show notably high levels of respect, tolerance and acceptance of different faiths and beliefs. They can articulate their cultural differences and share a genuine celebration of their diversity. They are eager to learn about each other's traditions, as seen in Year 1 pupils' work on China where they learnt about Chinese food and then cooked their own on an open fire in the woodland area. Year 6 pupils developed their cultural awareness through learning a few words in a different language each day in registration. In discussions, pupils showed an excellent understanding of what diversity, inclusion and empathy mean in practice. They enjoy the company of each other and celebrate their differences as an opportunity to grow and learn from different heritages, sexualities, religions and beliefs. When speaking to pupils, their strength of feeling around respect and equality was palpable. Almost all the parents who responded to the questionnaire agreed that the school actively promotes the values of democracy, respect and tolerance for others.
- 3.23 Pupils of all ages show an excellent understanding of how to keep themselves healthy and stay safe. The youngest children in EYFS consistently follow routines which enable them to stay safe, for example when walking around the school site, carrying scissors and other equipment safely and when learning outdoors. Older pupils showed an excellent understanding of food hygiene and health and safety in their design and technology (DT) lessons. Pupils' awareness of staying safe when using the internet is extremely well developed from a very early age, due to excellent coverage in computing and PSHE lessons. Year 5 pupils explained how they had learnt to recognise risks associated with using social media by examining a "Fakebook" page. Pupils understand the importance of eating a balanced diet, aided by the healthy and nutritious options available to them at lunch. They speak very enthusiastically about the many opportunities available for physical exercise, as reflected in the extremely high participation rates at after school sports clubs.
- 3.24 Pupils acquire valuable skills to maintain positive mental health through meditation and mindfulness sessions in the school's Japanese Garden. They are clear about what to do if they have any worries or concerns and spoke of the excellent support they receive from adults in the school's rainbow room. In discussions with inspectors, pupils commented on how much they appreciate being in the outdoors because it boosts their mental health and calms their mind. They said that they feel safe and happy in

the school environment, demonstrating successful fulfilment of the school's aim to bring joy to childhood experiences by enabling the children to feel safe and secure in an environment where each voice is heard and well-being is nurtured.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions 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 form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

|                          |   |
|--------------------------|---|
| Mrs Valerie Dunsford MBE | Reporting inspector   |
| Mr Christopher Emmott    | Compliance team inspector, team inspector (Former head, ISA school) |
| Mrs Nisha Kaura          | Team inspector (Head, IAPS school)                                  |