



ISI Independent
Schools
Inspectorate

FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS

HILDEN OAKS SCHOOL AND NURSERY

DECEMBER 2017



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SCHOOL'S DETAILS

School College	Hilden Oaks School and Nursery			
DfE number	886/6032			
Early Years	EY360192			
Registered charity number	307935			
Address	Hilden Oaks School and Nursery 38 Dry Hill Park Road Tonbridge Kent TN10 3BU			
Telephone number	01732 353941			
Email address	secretary@hildenoaks.co.uk			
Headmistress	Mrs Katy Joiner			
Chair of governors	Mr Derick Walker			
Age range	3 months to 11 years			
Number of pupils on roll	183			
	Boys	82	Girls	101
	Nursery	5	Kindie	6
	Kindergarten	23	Transition	19
	Reception	9	Pre-Prep	38
	Prep	78		
Inspection dates	5 to 8 December 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Hilden Oaks School and Nursery was established in 1919 as a co-educational day school. It moved to its present location in 1965 and since 2010 has catered for pupils aged 3 months to 11 years. The school is run by a board of trustees, made up of local people from business and education, a number of whom are parents of former pupils. The school is organised into 3 main sections: the Early Years Foundation Stage (EYFS); pre-prep, for pupils in Years 1 and 2; and prep, for pupils in Years 3 to 6.
- 1.2 Since the previous inspection, a new headmistress and deputy head have been appointed. The school day has been lengthened and the school has invested in new information and communication technology (ICT) systems.

What the school seeks to do

- 1.3 The school aims to prepare children for senior education in a safe, family atmosphere where every child as an individual is motivated to reach their full potential with the close involvement of their parents.

About the pupils

- 1.4 Pupils come from a range of professional backgrounds, mostly from White British families living in the Tonbridge area of Kent. The school's own assessment indicates that the ability of the pupils is above average. The school has identified nine pupils as having special educational needs and/or disabilities (SEND) which include speech and language difficulties, all of whom receive additional specialist help. No pupils have an education, health and care plan or a statement of special educational needs. English is an additional language (EAL) for nineteen pupils, whose needs are supported by their classroom teachers. Data used by the school have identified six pupils as being the most able in the school's population, and the curriculum is modified for them and for ten other pupils because of their special talents in sport and art and design.

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, the 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 In the junior school, 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 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.

THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE

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

- 2.19 The overall effectiveness of the early years provision is outstanding.
- 2.20 Staff demonstrate commitment to delivering the best possible care and learning for the children, treating each child as an individual. Planning demonstrates high expectations with appropriately challenging next steps in learning to ensure good and at times excellent progress. Progress made against expected levels of development, relative to their starting points, is above average.
- 2.21 All children are known extremely well by staff members. Their needs are planned for and met on an individual basis recognising each child as unique and special. Those with specific needs, including children with SEND or EAL, are identified and supported appropriately. Children are cared for and highly valued by well-qualified staff who have a detailed knowledge of the children in their care.
- 2.22 Staff provide excellent support for children's personal and emotional development. Attention is given to each child, ensuring that they feel safe and happy; evident when they leave their main carer. Children respond positively to encouragement by adults. They express their needs and feelings confidently, seek out their key person when tired and are supported extremely sensitively when upset. The Nursery culture is underpinned by strong British values.
- 2.23 Protecting and safeguarding children has a high priority and all staff understand their responsibilities in protecting children, demonstrating good knowledge of safeguarding procedures. Leadership and management fulfil their safeguarding and welfare responsibilities extremely well. Children are monitored closely and relationships between home and school are strong.
- 2.24 Leadership and management demonstrate clear commitment to delivering the best possible care. Very effective self-evaluation has been undertaken and the development plan identifies clear plans for the future. Planning and assessment is overseen extremely well and ensures that children's learning opportunities are of a high standard, providing them with a strong foundation and preparing them for the future.

Effectiveness of leadership and management

- 2.25 The effectiveness of leadership and management is outstanding.
- 2.26 An extremely clear and ambitious vision is evidenced by the high standards of provision and care in the Nursery. Staff demonstrate high expectations as they support and encourage the children, enabling them to become competent and independent learners.
- 2.27 Very effective systems for appraisal and supervision enable staff to constantly reflect on and improve their practice. Further training provides valuable opportunities for learning such as a recent training using blocks during creative play. Robust self-evaluation enables staff to review practice. The development plan identifies areas for improvement and enables staff to set targets.
- 2.28 Staff are fully aware of the individual needs and interests of all children, and provide an excellent curriculum that is broad and balanced. The comprehensive learning programmes meet all statutory requirements. Children are extremely well prepared before they start in the Nursery and for each new stage. Their interests are very carefully incorporated into the planning enabling staff to provide an excellent start for all children. Use of an excellent tracking system supports the curriculum through the monitoring of the learning environment.

- 2.29 Staff actively promote British values of equality and diversity and encourage children to be inclusive and respect others. Chinese New Year, Diwali and Christmas are celebrated. Behaviour is excellent and is reinforced consistently by staff who reward positive behaviour. Children enjoy praise for their achievements. Staff use extremely positive language reflecting the values in British society, such as 'respectful' and 'caring'. Children have many excellent opportunities to make their own decisions and understand right from wrong. They take turns and learn to be fair.
- 2.30 Arrangements to protect children meet statutory requirements. Staff undertake safeguarding training, including preventing radicalisation and extremism. Staff recruitment checks are made appropriately and recorded. Induction procedures are comprehensive and fire practices are held regularly. All staff are trained in paediatric first aid and accidents and medicine given carefully recorded. Daily risk assessments and clear procedures at the start and end of the day ensure children's safety. Comprehensive policies inform staff of the procedures for keeping children safe.

Quality of teaching, learning and assessment

- 2.31 The quality of teaching, learning and assessment is outstanding.
- 2.32 Staff have high expectations of what each child can achieve, including the most able and those with SEND or EAL. They have an excellent understanding of the needs of this age group and proficient knowledge of the EYFS curriculum. Further valuable training from senior staff enhances the Nursery provision.
- 2.33 Staff know each child in their care extremely well and provide excellent support as the children investigate their surroundings and use their initiative. Spoken language is modelled constantly and provides an excellent example for the children.
- 2.34 Parents share important information about their child before they start in the Nursery, and after a settling-in period a baseline assessment is undertaken. All learning and progress is recorded on the online record of learning, which provides extremely valuable information for staff who carefully plan children's next steps. Staff are highly supportive as children try new experiences and develop new skills, such as putting on their own shoes. Adults encourage children to share their feelings and what they enjoy. This enables children to develop their communication skills, understand more about the learning process and make good and sometimes excellent progress.
- 2.35 Staff take many opportunities to share information about children's progress with parents. This provides a greater understanding of what their children have achieved and how they can make further progress. Information sharing is two-way and parents add their own observations, messages and questions to the online record of learning, ensuring that they are fully engaged in their children's learning. Parents speak highly of the Nursery provision and appreciate the excellent communication.
- 2.36 Staff have a secure understanding of the requirement to celebrate diversity and ensure equality. Resources showing different ethnicities are used during cultural celebrations, increasing the children's understanding of the world. However, resources enabling children to be aware of different cultures and disabilities during daily activities are limited. Children have excellent manners and co-operate extremely well. They are very well prepared and ready for the next stage in their learning.

Personal development, behaviour and welfare

- 2.37 The personal development behaviour and welfare of children are outstanding.
- 2.38 The Nursery environment is extremely stimulating, well organised and happy. Staff support all children, showing kindness and care. A strong family atmosphere permeates the Nursery, giving a very positive sense of belonging and commitment to learning. Achievement is valued and celebrated by adults and children.
- 2.39 Children are self-confident and independent as they use their imagination and make choices. Freedom to explore enables them to follow their own ideas and interests. They show curiosity when exploring paint and investigate mark-making with chalk. Children clearly enjoy their learning.
- 2.40 A strong key person and a 'buddy' system enables children to feel extremely secure emotionally. They are happy and relaxed during meal times and on waking. The Nursery children play at times with children a little older and this helps their confidence to grow. Children are very secure emotionally and physically as a result of clear routines such as during sleep times. Relationships are highly supportive, warm and caring, and children express their needs and wants confidently. Staff know each child extremely well, and firm attachments are formed. Prompt and regular attendance is promoted, excellent records of attendance are kept and parents are contacted if a child is absent.
- 2.41 Staff model good behaviour and constantly encourage children to behave well and have good manners. Such positive reinforcement ensures that all children understand expectations and the agreed ways of working together. Strategies are shared between home and school to provide consistency. High standards of care and hygiene practice support children's personal care needs. They know how to keep themselves safe from germs, wiping their hands and table before meals. Healthy snacks are encouraged from home and all meals at school are healthy and nutritious. Individual needs are noted and provided for.
- 2.42 Children are taught to respect others and learn how different families celebrate special occasions. They contribute to life in Britain by raising money to show care for those outside the school community. They learn how to care for animals when a veterinary nurse comes to visit.

Outcomes for children

- 2.43 Outcomes for children are outstanding.
- 2.44 Children make good and at times excellent progress in relation to their starting points. They are confident learners; almost all meet their expected levels of development, with a few exceeding those which are typical for their age. This strong attainment enables children to be ready for the next stage in their learning. All children show high levels of engagement in their learning.
- 2.45 Children communicate extremely well with gestures and grow in confidence when their babbling is understood by their key person. They name a variety of vehicles and respond to simple instructions. They listen to rhymes with increasing concentration, joining in and copying actions when possible. Older children chat happily when comparing the characters on their Christmas jumpers and confidently ask for paper and to use dinosaur stamps when printing.
- 2.46 In physical development, children's fine motor skills develop as they try to fit lids onto glue, make excellent attempts to cut paper with scissors and make marks with chalk on the outdoor blackboard. They balance on a beam, throw small balls and build with confidence during outdoor block play. During meal times children become increasingly competent when feeding themselves with age-appropriate cutlery. They attempt to put their shoes on.
- 2.47 Children work together to push a box on wheels and show excitement when hunting for animals. They have a strong desire to be independent, have a go and at times participate together with friends. They make choices at meal times and put their knife and fork together knowing it means they have finished. Children happily go into another room after waking where they choose their own activities.

- 2.48 Children count to five with increasing confidence when plates are handed out and show mathematical understanding with five toy frogs hopping onto a log. They clap hands and start dancing, copying adults when their favourite music is played. They show curiosity and confidence when exploring paint and independently choose and share crayons, glue and tissue paper.

Compliance with statutory requirements

2.49 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Recommendation for further improvement

The school is advised to make the following improvement to its provision for children in the early years.

- Enable children to further develop their understanding about different cultures and people with disabilities during daily activities.

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>
Nursery	Nursery (3 to 12 months)
Kindie	Nursery (1 to 2 years)
Kindergarten	Nursery (2 to 3 years)
Transition	Nursery (3 to 4 years)

Key findings

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

- Pupils' attitudes to work are extremely positive; they concentrate very well and always wish to do their best.
- The achievement and academic progress of pupils is excellent, especially in English, mathematics and science.
- Pupils across the school achieve success in physical education (PE) and music because they enjoy participating in extra-curricular activities.
- Pupils' ICT skills are not developed as well as possible because of inconsistent opportunities to apply them in subjects across the curriculum.

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

- Pupils reflect thoroughly on their experiences and understand the importance of making decisions for themselves.
- Pupils are polite, confident and proud of their school.
- Pupils demonstrate very strong moral understanding of their actions.
- Pupils show substantial sensitivity to the feelings of others.

Recommendations

3.3 In the context of excellent outcomes, the school might wish to consider:

- Developing opportunities to further increase pupils' awareness, understanding and appreciation of other cultures.
- Ensuring that pupils develop their ICT skills more effectively through consistent opportunities to apply them across the curriculum.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils of all ages demonstrate excellent attitudes towards their learning. They show a strong desire to do the best they can in a school which encourages reflection and aspirational attributes through an agreed set of values that are regularly referred to during daily school activities. These have a positive impact on pupils' attainment over time. In the EYFS, children are eager to learn and enjoy every aspect of learning. They use their initiative and independently direct their own learning as well as organising themselves at snack time. They work together and value help from others. Pupils in pre-prep and prep display great maturity and reflective insight when considering the quality of the work they produce. This is because of the very positive relationships that exist between pupils and adults at the school.
- 3.6 The school does not take part in National Curriculum tests, but the available evidence shows attainment to be above average in relation to national age-related expectations. Children in the EYFS make good and at times excellent progress in relation to their starting points. Outcomes for children at the end of the EYFS in all seven areas of learning are excellent. The vast majority are working at the expected level for their age with many children exceeding this. Pre-prep and prep pupils make significant progress and attain very highly, particularly in English, mathematics, science and PE. This is evident from work on display in classrooms, pupils' books and from information recorded in the school's electronic tracking of assessment. Pupils with EAL or SEND make excellent progress from their starting points because of planning that is tailored to their individual needs. All parents and pupils who responded to the pre-inspection questionnaire agreed that the school enables pupils to make good progress and develop skills for the future, and this is borne out by inspection evidence.
- 3.7 Knowledge, skills and understanding are effectively applied by the children in the EYFS through a range of activities, both child initiated and teacher directed. Pupils across the rest of the school have a good balance of subjects in the curriculum, including opportunities for pre-prep and prep pupils learning effective investigative skills when working together during creative curriculum days, such as 'Out of the box'. Prep pupils respond well to formative comments received from teachers and said that they know how to use this feedback to improve their work. A large majority of pupils who responded to the questionnaire said that marking helps them to improve their work.
- 3.8 Children from a young age communicate extremely well in a variety of situations. They listen carefully, communicate their needs proficiently, question with confidence and respond to more complex instructions, such as when playing in the role-play post office. They maintain an excellent level of concentration. Pupils from pre-prep onward articulate their thoughts and ideas clearly, as a consequence of the positive ethos of reinforcement evident throughout the school. Skilful questioning by their teacher enables younger pupils to make rapid progress in communication skills, especially in the understanding of new vocabulary. Prep pupils are mature and competent communicators, with excellent speaking and listening skills. These skills are developed and honed through participation in many different activities and events such as drama productions, school assemblies, debates and class discussions. For example, when presenting their ideas for poems they wanted to put onto the website of a poet who had visited the school. Pupils of all ages speak confidently to adults and classmates alike. They read at levels above those expected for their age, and can write fluently and legibly in English and in other subjects of the curriculum. Displays around the school show that pupils have well developed and presented writing skills.

- 3.9 Children in the EYFS independently and confidently apply their numeracy skills in a variety of practical activities when exploring and during imaginative play. Pupils across all other age groups achieve excellent standards in mathematics as a result of knowledgeable and supportive teaching. Pre-prep pupils confidently use number bonds up to one hundred and use number lines effectively to select and group hundreds, thousands, tenths and hundredths. Prep pupils apply their knowledge of the four basic mathematical operations in calculations involving the use of every day weights and measures. Pupils with different levels of ability are well catered for. For example the use of 'Ready, steady, go' or 'Warm, hot, boiling' activities enable pupils to ask for help, work out what they are to do or just choose the level of challenge that is appropriate to them. As a result, pupils' mathematical reasoning and understanding of arithmetic is strong. Their knowledge of multiplication tables is excellent across the school.
- 3.10 Children in the EYFS imaginatively use technological toys during a variety of activities. In this way they begin to understand the world around them. They develop skills in building sentences, especially in imaginative play, by use of the 'interactive wall' where they select and choose the most appropriate words to use in sentences. Leaders have invested significantly in ICT resources and provision since the previous inspection and the impact of this is clearly seen for younger pupils. However, even though pupil interaction with new and emerging technologies was observed in a few lessons, across prep classes, such as coding in an ICT lesson about galaxies, they are not able to extend and apply their ICT skills further in subjects across the curriculum. All classes are equipped with interactive whiteboards and there is access to handheld devices. However, many are used to demonstrate lesson objectives and methods for tackling work by the teacher, rather than by the pupils to model and analyse information.
- 3.11 Pupils exhibit accomplished study skills. Nursery and Reception children competently organise themselves, such as when curve-stitching templates about spiders' webs. Pupils persevere in a variety of tasks, concentrate well, make decisions and select resources. They explore and investigate enthusiastically in order to solve problems. Older pupils are able to analyse information, hypothesise and demonstrate higher order thinking when forming their own questions within group discussions. For example, older pupils researched how to raise money for a local charity, during an enterprise project. In interview, pupils said that leaders and staff encourage independence throughout the school. As a result the pupils demonstrate interest and enthusiasm through the high volume of work they produce.
- 3.12 Pupils across the school achieve high levels of success in their activities and individual interests through their participation in an extensive extra-curricular programme. Pupils achieve well in team and individual sports because they have access to highly effective teaching and coaching in PE, alongside the use of sports facilities, such as the swimming pool, athletics ground and sports hall at a neighbouring independent school, and the use of astro turf at a local football club. This enables pupils to participate in almost 150 sports fixtures and achieve success. For example, the girls under tens' netball team were second in the local winter league, with other success in swimming and judo. Pupils with particular gifts and talents are strongly encouraged to achieve the highest level by both their classmates and the school as a whole, with some celebrating individual success, such as a silver medal at girls' IAPS cross country events and national swimming events.
- 3.13 Pupils' musical skills are developed to a high standard with a number of pupils achieving Grade 3 in musical instruments, such as piano. This is because leaders ensure that pupils receive many opportunities to learn instruments and perform with a multitude of groups ranging from a mixed brass group in assemblies, percussion ensemble at formal concerts and the school orchestra at carol services. Members of the school choir regularly perform in a gospel extravaganza and concerts to showcase music from around the world, including winning the duet category in a local 'Three Arts Festival'.

THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Children in the EYFS have their own interests and opinions which they express with ease and confidence. They are aware of themselves in a very positive way, persevere with tasks, and take risks to succeed such as building increasingly large piles of sand during design and construction activities. Pre-prep and prep pupils show high levels of resilience and perseverance in their approach to challenges during both academic and extra-curricular activities, such as when discussing how to improve points totals during a PE lesson about throwing whilst completing shuttle runs in netball. Pupils are open, friendly and confident and this has a very positive influence on how they conduct themselves. They demonstrate excellent empathy in relation to other members of the school community. The emphasis on, and regular use of, an agreed set of values has a measurable impact upon the development of the pupils' understanding of themselves. For example, parents can ask for an 'Acorn award' to be presented when a specific 'value' has been achieved at home, such as honesty or perseverance. As a result, pupils' self-esteem and self-awareness is excellent. They accept failure graciously and are encouraged to develop resilience and to strive for improvement. The vast majority of parents who responded to the questionnaire said that the school successfully supports their children's personal development and meets their children's pastoral and welfare needs effectively.
- 3.16 From an early age, children learn by experience that the decisions they make are important and can affect their learning. Pupils' decision-making skills are highly developed, and they become increasingly aware that the decisions they take contribute to their success and well-being, such as the oldest pupils deciding how best to supervise Reception children during different times of their nativity play, so that they can perform to the best of their ability. Pupils are encouraged to evaluate and make good decisions and choices through both the curriculum and extra-curricular activities. They are given many different opportunities to show leadership through lesson activities and various projects. For example, older pupils enjoy being monitors in a variety of roles, including caring and buddying for children from Reception to Year 2. Pupils are invited to voice their opinions and articulate their feelings about how to improve school indoor and outdoor learning environments.
- 3.17 Children show a strong awareness and spiritual sense of self, whilst older pupils have a well-developed aesthetic awareness and appreciate the opportunities they are given for reflection, including sessions on mindfulness and yoga. Pupils demonstrate respect for each other's religious beliefs and practices during creative curriculum days where pupils explore thoughts, values and experiences of people from a range of different backgrounds including religious events such as a greater understanding about tradition and ethics when preparing for bar and bat mitzvah.
- 3.18 Pupils understand and respect the rules of the classroom from entry into school. Pupils act responsibly as individuals and work together as part of the whole class. They know that some behaviour is unacceptable and know that saying sorry is a good response. They care for the classroom and each other. Pupils across the school are encouraged to take full responsibility for their actions. In interview, pupils commented favourably on the sense of fairness at the school, and that they take pride in demonstrating kind and thoughtful behaviour. Pupils across the school have an outstanding sense about the distinction between right and wrong, such as when they described returning valuable items they had found to the pupils who owned them. All parents and most pupils who responded to the questionnaire agreed that the school promotes and encourages good behaviour.

- 3.19 Children in the EYFS work extremely well together. They solve problems and share together when on the same task and help each other to look after the classroom when tidying up. Pupils across the rest of the school demonstrate strong social skills. They demonstrate excellent collaborative skills, working together positively to achieve common goals, such as during entrepreneurial project activities about raising money for local charities. Creative curriculum days enable pupils of all ages to work well in group scenarios and use their initiative to try and find answers themselves before seeking further help from an adult.
- 3.20 The youngest children have a strong sense of community and understand the needs of the wider world. They understand what they can do to help others, often suggesting their own ideas to meet needs. Pupils form excellent relationships with each other and enjoy collaborating and supporting each other on communal enterprises. They work well together to achieve common goals, such as fundraising for local cancer charities and collecting food for deprived children and poor people in the local community during harvest festival. Pupils identify strongly with the needs of those less fortunate through community events, such as 'Race For Life'. These events also show the caring side of pupils' natures. For example, some very capable runners sacrificed their own times to help others finish the race, including holding the hands of young ones who took part.
- 3.21 The school council is very active in representing the pupils' voice, and a number of important decisions affecting the school's daily life have come about as a result. This is due to the willingness of senior staff to react to pupils' opinions, such as the production of 'Gold Acorns' for class rewards, the resurfacing and painting of the playground and the formation of a friendship stop.
- 3.22 Pupils of all ages appreciate the differences and similarities between themselves and others. They are happy together and have harmonious relationships with each other. All parents and pupils who responded to the questionnaire said that the school actively promotes respect and tolerance of those with different faiths and beliefs. However, pupils' knowledge about a wider range of cultural experiences is not as strong as it could be partly because of a limited range of role play resources representing cultural diversity in EYFS and pre-prep classrooms, and there are few books on display or available for older pupils to use.
- 3.23 All pupils confidently state which foods and drinks are healthy for them and know how they help their bodies. It is evident that the school places healthy lifestyle choices and exercise as a priority throughout the school. Children are encouraged to make good choices and are keen to exercise and stay fit. Pupils set themselves targets to achieve well in sports and challenge themselves to increase their physical fitness as they participate in a wide range of sports and activities throughout the school week.
- 3.24 Children talked about designing the 'Road safety' banner, at the front of the school to remind the community of the rules of the road. Pupils talked about how they made hands in personal, social, citizenship and health education lessons identifying five people that they can trust and speak to. Pupils of all ages spoke confidently about keeping safe, particularly about how to stay safe when online. This is because of the excellent care taken by leadership in providing clear guidance and establishing safe procedures, such as appropriate filtering of websites the pupils use while at school.

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 form meetings and 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 Desmond Dunne	Reporting inspector
Miss Dina Hamalis	Compliance team inspector (Academic director, IAPS and GSA school)
Mrs Haylie Saunders	Team inspector (Deputy head academic, HMC school)
Mr Timothy Smith	Team inspector (Headmaster, IAPS school)
Mrs Angela Russell	Co-ordinating inspector for early years
Ms Gabriele Weber Basu	Team inspector for EYFS (EYFS co-ordinator, ISA school)