Regulatory Compliance and Educational Quality Inspection Reports

The Elms

November 2021

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**

The quality and standards of the Early Years Foundation Stage **8**

Overall effectiveness: the quality and standards of the early years provision 8
Quality of education 8
Behaviour and attitudes 8
Personal development 9
Leadership and management 10
Compliance with statutory requirements 10
Recommendation for further improvement 10

3. Educational Quality Inspection **11**

Preface **11**

Key findings **11**

Recommendation **11**

The quality of the pupils' academic and other achievements **12**

The quality of the pupils' personal development **13**

4. Inspection Evidence **16**

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School's Details

School	The Elms			
DfE number	830/6000			
Early Years registration number	EY 4344603			
Registered charity number	527180			
Address	The Elms Derby Road Long Eaton Nottinghamshire NG10 4AD			
Telephone number	0115 8494942			
Email address	elmsreception@trentcollege.net			
Headteacher	Mrs Faith Potter			
Chair of governors	Mrs Deborah Evans			
Age range	0 to 11 years			
Number of pupils on roll	431			
	Day pupils	430	**Boarders**	1
	Nursery	60	**Lower Elms**	128
	Upper Elms	243		
Inspection dates	2 to 5 November 2021			

1. Background Information

About the school

1.1 The Elms School is an independent co-educational day school for pupils aged six weeks to 11 years, founded in 1999 as the junior school to Trent College. The schools share a campus and some facilities, both being owned by Trent College Ltd and governed by its board of trustees.

1.2 The school is organised into three phases: the nursery caters for children under the age of 3 years; Lower Elms is for children and pupils aged 4 to 7 years; and Upper Elms is for pupils aged 7 to 11 years. Since the previous inspection a new headteacher has been appointed alongside several new members of the senior leadership team, including the current head of the Early Years Foundation Stage (EYFS).

1.3 During the period March to August 2020, the whole school and the Early Years Foundation Stage (EYFS) setting remained open only for children of key workers and vulnerable children.

1.4 During this period of closure, the school provided remote learning materials for all pupils.

1.5 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.

1.6 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.

1.7 During the lockdown period of January to March 2021, Reception to Year 6 pupils other than the children of key workers or vulnerable pupils received remote learning provision at home or with guardians in the case of overseas boarders. Nursery and Pre-school pupils received on site learning throughout this time.

1.8 Since 2019, EYFS profiles have not been externally moderated.

What the school seeks to do

1.9 The school seeks to equip every pupil to achieve their academic, personal development and well-being potential, across a broad range of fields and co-curricular activities, in what it intends to be an inspirational environment that prepares them for the next stage in their education and enables pupils to contribute positively to society and lead a fulfilled life in an evolving world.

About the pupils

1.10 Most pupils come from local professional families. Nationally standardised test data provided by the school indicate that the ability of pupils is above average. The school has identified 54 pupils as having special educational needs and/or disabilities, such as dyslexia, who receive additional specialist help. No pupils in the school have an education, health and care (EHC) plan. English is an additional language for one pupil, whose needs are supported by specialist tuition and by classroom teachers. Data used by the school have identified 139 pupils as being the most able in the school's population, and the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

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

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

This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

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

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

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

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

Key findings

2.1 The school 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 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 in the junior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.

2.5 The standards relating to the quality of education [paragraphs 1–4] are met.

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

2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

PART 3 – Welfare, health and safety of pupils

2.8 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 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 well-being of the pupils.

2.19 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

2.20 The overall effectiveness of the early years provision is outstanding.

2.21 Highly qualified leaders use their experience and understanding of child development to ensure that the EYFS curriculum is carefully planned to achieve the best possible outcomes. The curriculum and care practices meet the needs of all the children who attend, particularly those with SEND.

2.22 Children make excellent progress in their learning and development. They are well prepared for the next stage of their education. Children are clearly happy and contented in the setting. Their emotional development benefits from warm, reciprocal relationships with all carers, especially their own key people. Children are secure and much care is taken to nurture their confidence and emotional resilience.

2.23 All requirements for children's safeguarding and welfare are fully met. All EYFS leaders and staff understand their own and the setting's responsibilities towards safeguarding and protecting children.

2.24 Leaders are committed to a culture of reflective evaluation of practice in order to ensure continuous improvement. As a result, children's education and development progress and advance. The recommendations of the previous inspection report have been implemented.

Quality of education

2.25 The quality of education is outstanding.

2.26 Leaders ensure that an ambitious curriculum is implemented systematically and effectively. Staff plan exciting, enriching and interesting activities, such as resources for the Diwali festival, devised for children to explore texture and pattern using coloured rice and glitter.

2.27 Staff take considerable care to ensure resources are effectively used. They devise challenging activities that secure and extend the learning and development of children, including those with identified needs. For example, staff provide attractive resources, such as balls that flash with coloured lights, to encourage and reward reaching and stretching actions made by children with mild delays in physical development. Staff name and count toys, so that even the youngest children become familiar with numbers and sequencing. Language is focused and repeated, so that children consolidate their learning and knowledge.

2.28 Children are well prepared for the next stage of their learning as a result of the thoughtful provision of stimulating and developmentally appropriate activities and a calm atmosphere that encourages perseverance. Even the youngest children enjoy being read to and can follow familiar tales with pleasure. The rooms provide inviting cosy corners where children can also choose attractive books to enjoy. Staff ensure that the books on display are in good condition and are limited in number so that the children are not overwhelmed when making choices.

Behaviour and attitudes

2.29 Behaviour and attitudes are outstanding.

2.30 Children were seen confidently exploring the room and were praised when they used resources and equipment in unconventional ways, such as using a variety of hats to catch and hide a ball. Leaders and staff implement their deep understanding of the importance of play to ensure that children develop their understanding of themselves and the world. Children demonstrate the confidence to explore and learn in a warm, appealing and carefully lit environment furnished with natural materials.

2.31 Even the youngest children enjoy being involved in interesting activities and show delight when they achieve success. Staff praise children for their engagement and trying their best, such as when children

were praised for using cutlery correctly during mealtimes. Some children use resources creatively, such as when a child found it fascinating that a wooden spoon could be used to produce sound from a xylophone.

2.32 The setting promotes attendance and staff follow up any unnotified absences meticulously.

Personal development

2.33 The personal development of children is outstanding.

2.34 Children are clearly secure. They happily play alongside others and are beginning to share and react to other children, observed when a small group of children were listening to a story together. Even the youngest baby feels secure and can begin to explore independently. Staff are skilled at quickly responding to children's apprehension or fretfulness and use language and touch for comfort. Children settle promptly to an activity or plaything, and gradually begin to be able to manage their own emotions and behaviour, showing that they feel secure and safe. Key people and staff know the children extremely well. This was seen when a child's key person observed a child becoming anxious and fetched that child's own cuddly toy straight away. The child was soothed and was soon happy to go off and explore the room again.

2.35 Activities are designed to develop children's confidence. They are given time to explore and show sustained concentration, such as when a child slowly picked up and observed individual pieces of compost before placing them on a toy road roller. Staff encourage children's achievements and celebrate their successes, for example, finding photos of their friends and attempting their names. Young babies enjoy sharing their photo books with other adults and show delight in recognising their family. This helps foster the positive relationship between home and the setting and contributes to children's emotional security. Children are encouraged to challenge themselves as they play, such as crossing the low 'bridge' in the outdoor area in a variety of ways. Children's relaxed behaviour demonstrates that they are happy and have confidence in their key people and other staff.

2.36 Meals are nutritious and suitable for the age group. The youngest children have milk when required. Dietary food preferences and requirements are carefully managed, and children are gently encouraged to try new tastes and textures. Allergy sheets are clearly displayed, and different coloured bowls are used to identify dietary needs. Staff talk to children about the food they are eating, such as talking about the broccoli being tried by young babies. The need for young children to sleep is carefully considered. The youngest babies have a sleep room equipped with cots, while the older toddlers have sleeping mats, where they can nap after their active mornings and lunchtime.

2.37 Children have access to an outdoor area with ride on toys and a small sand area. An attractive raised planting bed softens the appearance of the area but is not easily accessible by the children. This limits their opportunities to develop tactile skills and their emotional and imaginative experiences. Risk assessments and checks ensure that all areas are safe. Staff are extremely supportive of children as they play both indoors and outdoors. Children are encouraged to undertake challenging activities. Staff use digital recording devices for record keeping and assessments to share with parents. These are highly valued as a way for parents to understand the experiences of their children.

2.38 The setting is highly effective in meeting the personal hygiene needs of the children in their care. Particular attention is given to ensure that the children are always comfortable and changing areas are well equipped and hygienic. This important consideration is undertaken in partnership with parents, who are provided with a helpful guide which provides consistency as children are helped towards independence.

2.39 The children in the setting are extremely well prepared to grow up in modern Britain. Diversity is celebrated, as was clearly seen when exciting and stimulating activities were devised to celebrate Diwali, which occurred during the inspection. Stories, illustrations and toys represent varying ethnicities, while realistic small dolls allow the children to become familiar with a range of disabilities, thus responding to the recommendation of the previous inspection.

Leadership and management

2.40 Leadership and management are outstanding.

2.41 Leaders have a highly ambitious vision to provide the best possible outcomes for the children in their care. Policies and practices are comprehensive and thorough, meeting all statutory and advisory requirements, including training for staff on digital safety. Education plans are carefully researched, implemented and evaluated so that children benefit from a well thought out curriculum. Careful assessment enables the rapid identification of any delays or gaps, so that all children, including those with SEND, make excellent progress.

2.42 Leaders ensure that all who work with the children are highly qualified and share the values of the setting. Leaders make time and resources available for the professional development of everyone working with the children and many staff are actively pursuing further qualifications. Leaders encourage staff to be reflective and to engage with the work of researchers and experts so that all practices and protocols are of the highest standards. Practice is based on firm theoretical and practical foundations that enable continuous improvements in the teaching and care of Early Years children.

2.43 Professional development is a strength of the setting. Policies and procedures are aspirational and shared effectively throughout the setting. Staff are knowledgeable about the aims, methods and desirable outcomes of the care and learning programmes. Staff have a thorough understanding of EYFS statutory requirements, responsibilities for safeguarding, welfare, learning and development.

2.44 Staff speak highly of their one-to-one meetings with leaders and the continuing support that they receive about their own well-being and professional roles. Leaders encourage staff to further their own education, and staff value the opportunities that they are offered. They particularly appreciate the high staff-to-child ratios that enable them to have close relationships with the children in their care.

2.45 Leaders know the children in the setting extremely well and are assiduous in supporting staff and their provision of suitable activities and support for all. This includes those children with SEND and children transitioning to the next room. Leaders work hard to help parents and the community to contribute to the setting. Local authority advisors are welcomed to monitor and support, producing consistently positive reports.

2.46 Leaders meet governors regularly to discuss the setting and the resources required to fulfil their ambitious plans to further improve the education and care of the children. They pay meticulous attention to all statutory and other requirements for the EYFS, those related to safeguarding, including the Prevent duty, and safer recruitment.

Compliance with statutory requirements

2.47 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.

- Ensure that the outdoor area contributes to the development of children's tactile skills and their emotional and imaginative experiences by increasing opportunities for sensory play.

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

School name	*National Curriculum name*
0-2 Caterpillars (Baby room 1, Baby room 2, for children aged 0–2)	Nursery
Butterflies (for children aged 2 to 3)	Nursery
Pre-school (for children aged 3 to 4)	Nursery

Key findings

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

- Pupils make strong progress throughout the school and reach an excellent level of attainment.
- Pupils' knowledge, skills and understanding are well developed for their age across the curriculum.
- Pupils of all ages, including children in the EYFS, are highly effective communicators, benefitting from a wide range of opportunities to develop their speaking and listening.
- Pupils show excellent attitudes to learning, working collaboratively and providing mutual support in and out of lessons.

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

- Pupils have excellent levels of self-knowledge, resilience and perseverance.
- Pupils have a very strong sense of right and wrong and show particular awareness of their responsibility as global citizens.
- Pupils' social awareness is excellent, as reflected by the harmonious and respectful relationships that characterise the school environment.
- Pupils demonstrate an excellent understanding of how to keep healthy and safe, particularly when online.

Recommendation

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

- Strengthen pupils' information and communication technology (ICT) skills, by providing more opportunity to develop and apply these skills in their learning across the curriculum.

The quality of the pupils' academic and other achievements

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

3.5 Pupils' attainment is excellent overall. This is a significant achievement given the context of recent disruption during COVID-19 restrictions. Pupils achieve excellent results in their entry examinations to senior school and regularly win academic, sports, music and art scholarships. All parents who responded to the pre-inspection questionnaire agreed that teaching, including online provision, enabled their child to make progress. The pupils benefit from strong support from Trent College Limited, financially and in the allocation of resources to meet curricular and co-curricular learning needs. Leaders have established a positive and vibrant atmosphere that enables the needs of all groups of pupils to be met. A large majority of Reception pupils attained good levels of development in the 2019 early years profile assessments, and many have exceeded them. Across the rest of the school, pupils of all abilities make rapid progress, as seen from their work in books and on display and lesson observations. Pupils with SEND and those with EAL make excellent progress from their starting points because they are well supported in class and given effective specialist help. The most able pupils make excellent progress because they are provided with additional challenge that is well matched to their ability.

3.6 All pupils who responded to the questionnaire agreed that their teachers know their subjects well and help them learn. As a result, pupils are confident in their learning and demonstrated a high level of enjoyment and engagement across the curriculum. Younger pupils develop and apply their creative design skills during woodland learning. For example, they used sticks and leaves to represent displays for bonfire night and Diwali, both of which occurred during the inspection week. They enthusiastically described how cones and coloured pipe cleaners produced rainbow fireworks. Older pupils talked enthusiastically about recent graffiti artist sessions and how this helped develop their creative talents to make a canvas incorporating the school's values. In a modern foreign languages lesson, young pupils read and listened to the book *Je m'habille et je te croque!* and spoke about items of clothing with excellent accents. In an art lesson for slightly older pupils, the well-structured learning, ensured that all pupils confidently aimed to achieve the final objective of a silk picture. Pupils develop new sporting skills very effectively because of a range of sporting clubs and specialist teaching. Pupils across year groups talked enthusiastically about the design and technology projects they have already completed and evaluated. For example, the oldest pupils consistently developed skills and techniques from wire bending to soldering circuit boards for a steady hand buzzer game.

3.7 EYFS children speak in full sentences and hold sophisticated conversations for their age with adults and other children. They quickly learn letters and their sounds. This enables them to break down new and difficult words confidently. By the end of the EYFS, most children can read and understand simple sentences. They demonstrate early reading skills as they share well-known stories and tales. Younger pupils use their phonic knowledge to write their own sentences, spelling most familiar words correctly and making sensible attempts at new ones. Pupils across the school read widely and to a high standard. They develop an early love of books through access to appropriate year group libraries. As a result, pupils read with fluency, comprehension and expression advanced for their age. Pupils are highly articulate and have excellent listening skills. They listen carefully to each other and can express their thoughts and ideas clearly and concisely. Pupils communicate well demonstrating effective use of highly developed expressive and subject vocabulary. They are confident in using advanced writing skills in other subjects. For example, in a history lesson, older pupils ably recounted their knowledge and understanding of the gunpowder plot and its impact on life today. The oldest pupils refined sentence starters and synonyms to improve their writing skills. The most able are constantly challenged to apply a range of tools to extend their writing. As a result, they step up to the challenge, flourish and make excellent progress.

3.8 Pupils demonstrate a variety of advanced study skills which they use across the curriculum, including the ability to analyse text and confidently hypothesise. They apply these skills to new situations. Pupils' excellent observation, investigation, analysis and prediction skills are apparent in work produced

during the recent science, technology, engineering and mathematics (STEM) activities that have taken place. Pupils pose scientific questions and set up tests to investigate them. Peer marking in mathematics is of a very high quality, demonstrating pupils' ability to critique the work of others, highlighting positive traits as well as offering suggestions for improvements. Older pupils enthusiastically generate patterns and images on tiles to create a polyprint abstract in the artistic style of Haring figures. They challenge each other very effectively during paired and group work in design and technology.

3.9 Sporting successes are many, with music and performing arts significant strengths of the school. Male and female pupils enjoy success in sports tournaments at regional and national level. This includes hockey, netball, gymnastics, and swimming. Pupils have achieved individual success in reaching the IAPS national swimming final. Under–11 male pupils have reached the 2021/22 national football finals with some playing for club football league academies. Individual pupils have achieved regional success in tennis, karting and equestrianism, and have been selected for national running teams. A large majority of pupils achieve musical success in graded examinations, including some as high as Grade 7. This is because music is a strong feature of pupils' education, with a very large majority of pupils across Years 3 to 6 playing instruments, including orchestral instruments. A large majority of entrants for speech and drama examinations pass with distinction, and the rest achieve merit.

3.10 Pupils of all ages are confident and skilled in mathematics. By the end of the EYFS, children are able to halve or double numbers up to 20. Across the school, pupils are adept at number work and problem solving in mathematics. They respond well to the challenge of instantly recalling number facts as they tackle mathematical problems. For example, older pupils' books show a proficient use of different operations to solve a range of word problems. They demonstrate resilience to try again if a calculation is not right first time, using a 'purple pen' to correct errors. Pupils in the middle of the school showed a deep understanding of equivalent fractions. Older pupils confidently outlined their use of brackets, indices, multiplication, addition and subtraction to prioritise their actions when tackling multi-step word problems. Pupils apply their highly competent numeracy skills effectively in a range of other subjects, such as in science and design and technology.

3.11 Pupils, including the oldest, demonstrate good ICT skills. They can use software confidently to manipulate information and present their work. However, not all pupils apply such skills well across the curriculum or use digital programming, as a result of insufficient opportunity to do so. Younger pupils show competent skills with keyboards to produce extended sentences from clauses to describe the images they have selected. Older pupils use technology in other subject areas to develop communication skills. For example, in history, the oldest pupils were asked to research aspects of World War Two. This allows pupils to share ideas effectively and learn from each other.

3.12 Pupils' attitudes to learning are exemplary. They are keen, enthusiastic and eager to set themselves challenging personal learning goals. This is reflected in pupils' excellent motivation to learn, their thirst for knowledge and deeper understanding. The school's values of kindness, respect, courage, honesty and appreciation are central to how pupils approach learning. Their inquisitive approach to finding out as much as possible is evident, as is their delight at discovering new knowledge and facts. For example, young pupils talked about coins and change from a pound enthusiastically with partners in mathematics. The oldest pupils eagerly discover new aptitudes as they participate in the school's *Endeavour Award*, a combination of knowledge enquiry and skills development. These characteristics, alongside achievement and resilience, are celebrated in assembly.

The quality of the pupils' personal development

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

3.14 Pupils demonstrate very high levels of self-confidence and self-esteem. They are willing to express their thoughts and feelings and recognise that making mistakes is an integral part of learning. Leaders have ensured that the school is extremely caring and inclusive. Pupils are valued as individuals and the

school's *Celebration of Diversity* programme means that they are able to access all that the school has to offer. Leaders ensure that the school's values underpin the ethos and mesh very well with British values. Pupils understand these values and make a strong contribution to the vibrant atmosphere that prevails. EYFS children's relationships with adults are excellent. Younger pupils behave very well and develop a good degree of independence. They become confident, creative, and persevering learners. Across the rest of the school, pupils demonstrate excellent self-understanding as they confidently articulate their thoughts, feelings, and opinions. They have an intellectual curiosity they are keen to share and an ability to think and learn for themselves. Pupils who study music and performing arts show highly developed confidence when performing, demonstrating resilience in their practice and excellent social skills during ensembles and concerts, as seen in records of these scrutinised by the inspectors. The school prepares young people for secondary education and life in modern Britain very well.

3.15 Pupils develop a keen awareness of the impact of their decisions on others through the opportunities they are offered for teamwork and personal reflection. Supportive environments enable even the youngest pupils to take responsibility for their own actions as staff provide non-judgemental support. The school council leads change within the school. For example, they have reviewed school dinners, feeding back information to the catering manager about how the lunch menu can be made more appealing. Pupils thrive on the opportunities to make decisions for themselves and make good choices in managing their own behaviour.

3.16 Pupils have a highly developed appreciation of the non-materialistic aspects of life and demonstrate keen aesthetic and cultural awareness. Younger pupils, as they enter for registration, and attend the Infant assembly, listen with interest to the achievements of other pupils. Woodland environmental activities enable the pupils to have a strong understanding of nature. Pupils respect the chapel as a calm, reflective space. Pupils designed the school's wild garden to create a peaceful area for others to enjoy. They understand from a very young age the importance of listening to the views of others. This enables them to demonstrate strong levels of empathy.

3.17 Pupils have an excellent understanding of right from wrong and have positive relationships with each other. They create class rules, and they sign up to this charter, challenging each other to abide by what has been agreed. Pupils are very aware of the consequences of poor behaviour and are given reflection time when a red card is received to consider what could have been done differently. They are keen to learn to become responsible citizens of the community and show respect for democratic processes, such as when voting for charities. Pupils talk fondly about taking the lead to raise funds.

3.18 Relationships between staff and pupils are respectful and positive. Pupils are reflective, caring and understand the importance of treating each other with kindness. They consistently work together collaboratively and effectively either as partners or in small groups. For example, during Year 4 STEM problem solving activities, they wanted to help the environment as best as they could, including through class litter clearing sessions. They are polite, encouraging and understanding towards each other. For example, pupils walked calmly and quietly to and from assembly and listened intently as pupils across Years 3 to 6 shared and celebrated recent achievements. Pupils are positive about the school's systems of rewards and sanctions and work hard to give of their best. Pupils are respectful and tolerant of others and are keen to help others through their roles of responsibility. Head pupils, digital leaders and assistants help with information technology, and buddy initiatives support pupils who value extra reassurance. There are anti-bullying ambassadors who ensure the well-being of their peers and play leaders in Year 5 who help support younger pupils at break times.

3.19 Pupils demonstrate a very strong awareness of the needs of others, and they are sensitive to the needs of those less fortunate than themselves. They contribute positively to a local community charity that raises money for children and families across the world. Reception pupils go to the local care home at Christmas and the choir uses its excellent music skills to sing at a local store. Pupils are recognised as individuals and feel their opinions are listened to and valued. Their excellent behaviour reflects their feeling of pride at being a member of the whole school community. Year 6 pupils show high levels of

empathy when completing the personal development and community sections of the *Endeavour Award*.

3.20 The school achieves a seamless cultural harmony in which all pupils say they are equally recognised and valued. They exhibit a deep level of understanding, appreciation and respect for each other and for people from other countries and with different beliefs. Almost all parents, in response to the on-line questionnaire, said that the school actively promotes values of democracy, respect, and tolerance of others. Pupils from different backgrounds and with different abilities play happily together. In discussions with inspectors, they say that there are no barriers to friendship. They respect and value diversity within society. Pupils contributed a significant number of their own ideas during a *Global Event Day* that celebrated different cultures. Some dressed in the costume of their heritage, learned topical poetry, music and dancing with each year group focused on a different country. During the inspection, pupils of all ages demonstrated an excellent understanding about the victory of light over darkness when celebrating the Diwali festival.

3.21 Adults across the school provide high levels of nurture and support. Pupils are looked after well. Leaders and staff make sure that pupils are safe and know how to stay safe. All parents who responded to the questionnaire agreed that their children learn in a safe environment and that there is a proper level of supervision throughout the school day. Pupils know that they can talk to an adult if they are concerned about anything. They have excellent, age-appropriate knowledge about risks and how to avoid them. Visits from emergency services, together with personal, social, and health education lessons, inform pupils about personal safety issues. Consequently, pupils have a well-developed understanding about road, water and internet safety. All pupils who responded to the questionnaire said that they understand how to stay safe when online. Pupils who spoke to inspectors confidently described how to keep themselves safe when using the internet. They know they need to be thirteen years of age or older before they can access many of the different social media accounts. Pupils have an excellent understanding of how to lead safe, healthy and balanced lifestyles. They make sensible choices regarding healthy eating. Pupils understand the importance of regular exercise and how it contributes positively to their personal well-being and mental health.

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, chapel and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Desmond Dunne	Reporting inspector
Mrs Susan La Farge	Additional inspector
Mrs Diane Durrant	Compliance team inspector (Former head, SofH school)
Mr James Foley	Team inspector (Head, IAPS school)
Mrs Sarah Gillam	Team inspector (Head, ISA school)
Mrs Eithne Webster	Co-ordinating inspector for early years (Former head of prep, IAPS school)
Miss Jane Sheppard	Team inspector for EYFS (Head of lower school, IAPS school)