



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Orchard School and Nursery**

**September 2022**

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### School's Details

<b>School</b>	Orchard School and Nursery			
<b>DfE number</b>	823/6018			
<b>Early Years registration number</b>	EY350158			
<b>Address</b>	Orchard School Higham Road Barton-le-Clay Bedfordshire MK45 4RB			
<b>Telephone number</b>	01582 882054			
<b>Email address</b>	admin@orchardschool.org.uk			
<b>Headmistress</b>	Mrs Anne Burton			
<b>Proprietors</b>	Mrs Anne Burton and Miss Louise Burton			
<b>Age range</b>	0 to 9			
<b>Number of pupils on roll</b>	93			
	<b>Nursery:</b>	33	<b>EYFS</b>	31
	<b>Pre-Prep</b>	17	<b>Prep</b>	12
<b>Inspection dates</b>	13 to 15 September 2022			

## **1. Background Information**

### **About the school**

- 1.1 Orchard School and Nursery is an independent day school located near Bedford. It was established in 1991 by the headmistress, who is also the joint proprietor, together with her daughter. The school comprises a nursery for children aged from birth to three years, which includes the Early Years Foundation Stage (EYFS) registered setting; Russets and Reception, for children aged from three to five years; the pre-preparatory, for pupils aged from five to seven years; and the preparatory, for pupils aged from seven to nine years.

### **What the school seeks to do**

- 1.2 The school aims to develop the individual strengths, skills and needs of each pupil. It seeks to foster a passion for learning in a community where all are considerate of the feelings of others and the consequences their behaviour can have. It aims to foster a love of learning, so that pupils leave keen to discover more as they move to the next stage in their education.

### **About the pupils**

- 1.3 Pupils come from families with a range of professional backgrounds, most living within a 15-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average when compared to those taking the same tests nationally. No pupil in the school has an education, health and care (EHC) plan. The school provides focused support in class for pupils who are identified as having individual educational needs or disabilities. No pupils are identified as having English as an additional language. The school have identified one pupil as 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 (EYFS) 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 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, 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. 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 well-being of the pupils.

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

### **3. The quality and standards of the Early Years Foundation Stage**

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

- 3.1 The overall effectiveness of the early years provision is good.
- 3.2 The curriculum is well-structured and meets the needs of the children in the setting, including those with SEND. All children make good progress relative to their starting points and they are well prepared for their next stage in their development.
- 3.3 Children are very happy and thrive in the caring and supportive environment. Staff give quality time to each child to ensure that they feel secure so that they can benefit from the activities on offer.
- 3.4 Staff have a clear understanding of safeguarding and welfare requirements, and they fulfil their responsibility for protecting the children in their care diligently.
- 3.5 Leaders and managers work closely with staff to ensure that evaluative practice and a commitment to continual improvement has a positive impact on the quality of provision and children's learning and development.

#### **Quality of education**

- 3.6 The quality of education is good.
- 3.7 The curriculum is well designed and provides opportunities for children to develop their communication and language and physical skills and enables their personal, social and emotional development.
- 3.8 Staff have high expectations for the children in their care. They have a good understanding about how babies and young children learn and develop. Carefully planned activities, which reflect children's interest and stage of development allow them to explore, discover and be curious. Children are given many opportunities to play with different toys and equipment, promoting independence, creativity, and an ability to focus on activities.
- 3.9 Regular assessments contribute to the staff's knowledge about what each child can do, which helps to identify the next steps in their learning. However, these are not always tailored to the individual child and some opportunities to extend their learning are overlooked. These assessments are shared with parents who can report their child's significant experiences and achievements at home, but they are as yet unable to access the new online assessments themselves.
- 3.10 Staff readily engage with children during routine activities and take every opportunity to develop social and communication skills, asking questions about stories they read to children and encouraging the younger ones to join in with actions and sounds. Children are introduced to numbers through songs and counting activities and by listening to staff use mathematical language while talking to them.
- 3.11 Positive feedback is given to children through appropriate use of praise and encouragement, which helps them acquire the skills and capacity to learn. Most children from the earliest age are well prepared for the next stage in their education.

#### **Behaviour and attitudes**

- 3.12 Behaviour and attitudes are good.
- 3.13 Children are keen and enthusiastic learners who are eager to explore their surroundings and use their imaginations. A toddler was highly engaged in an activity to discover the different noises he could make when banging metal objects together. Children are willing to try new things and to persevere, such as a child who was observed learning to climb up soft play equipment and slide down unaided.



- 3.14 Children show great enjoyment in their learning and become absorbed in the activities they choose. A toddler enjoyed exploring the physical properties of sand, showed great excitement when it poured through his fingers. Children can find their own resources and decide what they want to play, showing that they are developing independence. They demonstrate great pride when they achieve something for themselves, as when a child was seen smiling when he stood unaided for the first time. The calm and orderly atmosphere is conducive to the development of children's focus and concentration.
- 3.15 Children demonstrate very good behaviour and show respect for one another, often helping each other to fetch things or joining in with applause to celebrate each other's successes. They respond well to gentle reminders and guidance from adults about how to share and play together co-operatively.
- 3.16 Attendance is well monitored. Children are happy to be greeted by their key person each morning. Suitable procedures are in place to investigate unexplained absences.

### **Personal development**

- 3.17 The personal development of children is good.
- 3.18 Effective care practices serve to promote and support children's emotional development and growing sense of individuality so that each child feels safe and happy in the setting. Staff reassure and respond promptly to individual needs in a sensitive and caring manner. For example, the sleep routines provided by parents are followed and some children are wheeled in a buggy around outside to allow them to settle quickly. Staff are highly supportive of each child's efforts and encourage them to do things for themselves and to persist, such as putting on their own shoes or using a spoon at lunchtime.
- 3.19 Staff encourage children to take risks and challenge themselves both indoors and in the outside area, such as when using the soft play equipment and climbing to the top of the climbing frame. These activities are carefully supervised so that children are not put in danger or set a task so challenging that they lose confidence.
- 3.20 Staff know the children very well and there is strongly embedded key person system so that children feel happy and secure in the setting. Children know they can seek reassurance from their key worker at any time and they are always pleased to see them on arrival in the morning. Parents reported to inspectors that they have great confidence in the standard of care offered in the setting.
- 3.21 Staff help children to lead a healthy lifestyle from the very beginning of their time in the setting. A healthy diet is provided each day and staff ensure that food preferences, allergy, dietary and medical needs are catered for appropriately. Children have access to outside areas that are well equipped to promote physical activity.
- 3.22 Hygiene practices which are followed by everyone ensure that the personal needs of the children are met appropriately. Staff remind children to wash their hands before eating and support those who are unable to do so independently. All staff give a high priority to safeguarding, and the rigorous implementation of all health and safety policies ensures that children are kept safe.
- 3.23 The setting prepares children for life in modern Britain. Good manners are encouraged, and the staff are good role models for children in the way they speak to and think of others. Children take part in charity days and celebrate cultural events. Children develop their understanding of diversity through the provision of an increasing range of resources, thus meeting the recommendation of the previous inspection.

### **Leadership and management**

- 3.24 Leadership and management are good.
- 3.25 Leaders have a clear vision for the setting and provide high quality experiences and care for children. New leaders demonstrate a clear understanding of how to support children under three years of age

so that they achieve the best outcomes. Leaders are continually looking for ways to improve the provision and have identified areas for future development such as fully embedding the new online assessment programme to enable parental access and improving the planning so that next steps are increasingly tailored to children's individual needs.

- 3.26 Effective systems are in place for staff supervisions and appraisal, which enable staff to discuss issues and identify training, which benefits both the individual and the setting. Staff appreciate the open dialogue they have with leaders and know that they can seek support from the leadership team at any time. Staff are now offered a wide selection of training courses to broaden their professional knowledge. Leaders encourage staff to share and discuss how to implement innovative ideas into their practice, thus meeting the recommendation of the previous inspection.
- 3.27 The setting has strong links with parents. They are encouraged to contribute to their child's assessments, and those who responded to interview reported that they are well informed about the progress their child is making and that they are given suggestions about how to support learning at home. They value the conversations at the start and end of day they have with staff about what their child is doing while in the setting. Parents reported that they feel very confident about leaving their child in the care of the setting. The setting has useful links with the local authority and can access specialist help, such as speech therapy, if needed.
- 3.28 The proprietor has appointed an advisory body, which maintains good oversight of the setting. Its members are fully aware of the requirements of the EYFS and provide a good level of support for the management team. Leaders ensure that all staff receive comprehensive safeguarding training to keep them updated about procedures. Statutory duties are fully met with regard to equality, safeguarding and safer recruitment.

### **Compliance with statutory requirements**

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

### **Recommendations for further improvement**

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

- Enable parents to access the online assessment system remotely to enable them to be fully informed about their child's activities and progress.
- Ensure that planning accurately identifies individual next steps so that each child's needs and interests are appropriately met.

## 4. 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

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

- Pupils' attainment and progress of all abilities is good, although more able pupils do not always achieve at the highest level possible.
- Pupils are articulate speakers and accomplished listeners from a very young age, expressing their thoughts, opinions and ideas with confidence.
- All pupils are confident learners and are keen to openly share their ideas in order to extend their understanding.
- From an early age and throughout the school, pupils demonstrate positive attitudes to their learning.

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

- Pupils demonstrate excellent levels of respect for one another and celebrate diversity within their school through the school's consistent use of strong pastoral guidelines.
- Pupils show excellent levels of self-understanding and appreciate the importance of being resilient if they are to succeed.
- Pupils' behaviour is exemplary throughout the school; they display high levels of courtesy and respect to their peers, staff and visitors.
- From the earliest age, pupils show a keen awareness of the needs of others; older pupils are extremely positive role model for younger children.

### Recommendations

4.3 The school is advised to make the following improvement.

- Deepen and extend the learning of more able pupils by ensuring activities provide sufficient challenge and opportunities to use higher order thinking skills.

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

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

4.5 Pupils' progress and attainment as they move through the school are good. Children in the Early Years Foundation Stage (EYFS) work diligently on tasks whether during child initiated self-chosen or teacher set tasks, motivated by the encouragement of staff and regular praise. As a result, almost all EYFS

children of all abilities achieve expected levels of development by the end of Reception due to well planned activities that build understanding incrementally. They progress to the prep school well prepared for the next stage of their education, where older pupils continue to make good progress, building on previous knowledge and skills to achieve well in a variety of subjects. Evidence from lesson observations, scrutiny of pupils' work and the school's own assessment data confirms that pupils' attainment in English and mathematics is above national age-related expectations. Assessment data is used effectively so that pupils receive the individual support they need. As a result, pupils in need of additional support make equal progress to their peers from their starting points, and all pupils have been successful in gaining places at their first choice schools in recent years. All parents who responded to the pre-inspection questionnaire agreed that teaching enables pupils to learn and make progress.

- 4.6 Pupils throughout the school have strong communication skills which they apply successfully to all areas of learning. They are articulate and respectful of both their peers and adults and listen carefully to the ideas and opinions of others from a young age. Children in the EYFS are frequently encouraged to verbalise their thoughts and respond to extremely effective questioning by the adults. For example, during child initiated activities, excited discussions took place as to the feel and adaptability of different materials to enhance the appearance of their finished product. In a Year 3 English lesson, pupils were confident communicators, happy and willing to contribute to whole class discussions and apply their understanding securely when writing. Early literacy skills develop quickly in the EYFS due to the well-structured phonics programme which enables them to develop secure pre-reading and writing skills. Older EYFS children build on this strong foundation, their creative writing showing key words being used consistently. Prep pupils write creatively for different purposes, using imagery and adjectives effectively, although expectations for the more able pupils do not always offer the challenge needed to develop their progress further.
- 4.7 Pupils attain at a good level in all areas of numeracy. Children in the EYFS demonstrate a good understanding of numbers to 10 and apply their understanding of repeat patterns to their creative play. Older pupils applied their mathematical skills effectively to establish a missing value in equations. Pupils make good progress as a result of well-planned mathematics lessons that provide suitable support, and pupils told inspectors that they have a good understanding of their own abilities from the informative marking and comments. Scrutiny of pupils' work indicated that pupils across the prep age range are able to accurately complete pages of arithmetic problems. However, there was limited evidence of their mathematical knowledge and skills being extended through problem-solving activities, particularly when challenging more able pupils. In discussion, pupils were able to identify where they apply their mathematical skills in areas such as measuring and data handling in science and cooking. They have no fear of making mistakes, understanding that this is an important part of their learning. For example, older pupils stated that when introduced to the concept of division it was challenging, but the more they practised, the more they understood.
- 4.8 Pupils of all ages are curious learners who respond positively to opportunities to practise and develop their study skills, reflecting the school's aim to develop a passion for learning. This supports pupils as they move through the school, enabling them to build and continually progress their understanding as they learn. Children in the EYFS are supported by the use of open-ended questioning and cross-curricular topics which consider children's own interests. Reception children, on discovering their classroom in disarray worked together to solve the reason for its condition by being inquisitive, using their imagination and debating a possible solution by questioning, listening to suggestions and contributing excellent ideas to solve the puzzle. Outcomes are strengthened by highly skilled staff who plan activities both inside and outside that require resilience and problem-solving skills. In lessons, pupils show independence of thought and are keen to express and implement their own ideas, understanding that they can learn through making mistakes. Pupils relish opportunities to tackle challenging tasks, and do so confidently. For example, in a Year 2 science lesson, pupils worked collaboratively to discuss the features required for an enclosure suitable for a living animal, hypothesising and analysing the features that would be most beneficial and Year 4 pupils successfully

analysed the difference in impact upon themselves and others as a result of watching a fable being told, alongside acting out various aspects of it to strengthen understanding.

- 4.9 Although use of information and communication technology (ICT) was not observed during the inspection, evidence of pupils' work was on display around the school. This included letters and posters produced electronically for initiatives such as the school council pet survey. Scrutiny of pupils' work demonstrated the effective use of ICT by pupils to carry out independent research, their development in this area being supported by the recent investment by the proprietor of individual laptops for all prep students to support their learning. In discussion with inspectors, pupils explained their use of digital equipment to enhance their learning for research projects and of other digital devices for taking and storage of pictorial evidence. Pupils' ICT skills play an integral part in their research and production of the school news publication each term, *The Apple Echo*. Pupils told inspectors that they felt confident when using digital devices, having learnt about keeping safe online through regular activities as part of their personal, social and health education (PSHE) and in the annual internet safety week.
- 4.10 Pupils of all abilities achieve success in a range of activities as part of the wide extra-curricular programme, including opportunities to take part in local fixtures and matches. Pupils have achieved success in independent schools' association competitions, including participation at national level in athletics and science and technology events. Pupils engage successfully in a wide range of activities outside the classroom, which include music, sport, and other activities. Recent successes have seen pupils being accepted to Arsenal football academy and the county cricket team for under nines. Year 4 pupils achieved third place overall in the local schools' archery competition and Years 3 and 4 take part in Quadkids.
- 4.11 From the youngest age, children take initiative in their learning and work with increasing independence. In questionnaire responses all parents felt the school helped their children to become confident and independent. The quality of relationships between pupils and staff and between pupils themselves strongly contributes to this achievement. From a very young age, children listen to and respect the ideas of their peers, their focused behaviour in the classroom enabling them to develop teamwork and leadership skills which in turn enables more progress to be made in their own learning.
- 4.12 Pupils develop secure knowledge, skills and understanding across the curriculum range, reflecting the high expectations of their teachers. However, more able pupils' understanding and their ability to apply this knowledge in different contexts are not fully developed. Whilst teaching imparts knowledge effectively, it does not always include sufficient opportunities for pupils to extend and apply their knowledge and skills.

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

- 4.13 The quality of the pupils' personal development is excellent.
- 4.14 From an early age, a strong emphasis on resilience, resourcefulness and perseverance helps pupils to develop mature levels of self-understanding and self-discipline, fostering excellent life skills for their future. Without a hint of self-importance, pupils develop confidence in their own abilities, reflecting the school aim to encourage the moral, social and personal development of all pupils that builds confidence and self-esteem. Pupils stated that, whilst their teachers will support and challenge them as they develop and grow, so too will their peers, for whom they have a healthy respect, no matter their background or age. Kindness and kind behaviour is a significant strength of the pupils' understanding of themselves. Pupils encourage each other, and the school's culture and environment enable them to develop a strong sense of empathy.
- 4.15 Pupils of all ages make sensible decisions in their behaviour and learning, understanding the importance of making sensible choices. Children in the EYFS exhibit strong levels of independence and learn to make informed decisions during child-initiated activities, both indoors and outdoors. Nursery

children were observed self-selecting from a range of materials to design and produce an individual 3D model and a great sense of pride was shown at the finished product. Older pupils are able to consider options evaluatively and make positive decisions that contribute greatly to their progress and success. In pupil discussions, they felt that these decisions were very important for them. For example, in an English lesson, pupils successfully considered how to improve their own creative written work, based upon the shared feedback they had discussed as a group, before proceeding to write individually. Pupils understand that decisions are an opportunity to effect change and value the chance to influence school provision through the school council.

- 4.16 Pupils display excellent social awareness and compassion; they support and encourage each other, celebrate everyone's successes and make outstanding contributions to the lives of others within the school. Social development, collaboration and cooperation between pupils are excellent. They understand the importance of maintaining positive relationships with one another and there is a strong sense of mutual respect. This was seen in the EYFS, when a strong sense of empathy and close working relationships ensured that graciousness and fair play prevailed amongst children sharing limited equipment during a child-initiated activity. Pupils relish friendly, open-hearted relationships and are always keen to demonstrate that they wish to do their best. At play time they engage in mixed age and gender groups with no need of adult intervention, with older pupils acting as effective and compassionate role models when supporting those much younger than themselves. This is underpinned by the strong sense of community, where pupils demonstrate close working relationships and staff throughout the school provide positive role modelling for the pupils in their care.
- 4.17 Pupils have a strong moral awareness and are deeply caring and respectful of one another and the school community. From the earliest age, children have a robust awareness of right and wrong, fostered by clear guidance as to behavioural expectations, both for themselves and others. Pupils understand that all actions have consequences and that their behaviour affects the feelings and needs of others as well as themselves. They negotiate their own class rules, understand the need for boundaries and accept responsibility for their behaviour. In discussions, pupils identified the most meaningful rule to follow as being kind and polite to others. Expectations for behaviour are high, and pupils of all ages are very keen to maintain these high personal standards of behaviour throughout the school. Older pupils model positive behaviour which younger ones are keen to follow. Pupils understand and respect the rules and ethos of the school, and their interactions are based upon a dignified sense of respect for each and every member of their school community and wider society.
- 4.18 Pupils show outstanding levels of respect for the diversity within their school. They have a deep appreciation and understanding of those from different backgrounds and traditions and help to create a very welcoming community. In interviews, pupils reported that they don't care if people are different from each other and that they just try to be kind to each other. During inspection activities, inspectors observed that pupils of all ages showed a high level of respect for each other, no matter their age or background. Pupils have a strong understanding and appreciation of different faiths and cultures through assemblies, religious education (RE) and PSHE lessons, where pupils grow in their understanding of living in one world. Their positive attitudes are enriched by pupils and parents of those faiths sharing their customs and beliefs. In the parental questionnaire, all parents who responded felt that the school strongly promotes values of respect and tolerance.
- 4.19 Pupils have an extremely positive outlook on life. Senior leaders ensure they develop a deep appreciation of non-material aspects through many opportunities that raise their curiosity and spark their interest both indoors and out. Pupils demonstrate a clear appreciation of nature and value the simple activities such as collecting eggs from the chicken coup or harvesting their home-grown vegetables for lunch. In a PSHE lesson, pupils were mindful as they reflected on their school year ahead, contemplating on what they wish to achieve, what they hope to be like and what experiences they hope to enjoy. At lunch, older pupils were articulate on the importance of being thankful for what

they have, especially in relation to their understanding of others who they knew were less fortunate than themselves.

- 4.20 Pupils of all ages relish the opportunities to take on leadership roles. They wholeheartedly and enthusiastically embrace the experiences school provides for them to take meaningful responsibility for a number of aspects of school life. Older pupils are excellent role models and demonstrate to the younger members of the school community how they can be helpful to everyone around the school. A particular strength is where the older pupils take on the role of 'red caps' to support younger ones in a variety of activities such as friendship monitors. Pupils are enthusiastic about how they actively make changes to the school via the school council. Elected class representatives seek and put forward their class peer views when attending meetings and the pupils see this as a positive way to make change. Pupils also have a strong understanding of the importance of contributing to the wider community and work together to raise funds for their local hospital children's cancer department as well as donating produce from their harvest festival.
- 4.21 Pupils have an excellent understanding and exhibit a strong sense of consideration for personal safety. Pupils of all ages and abilities understand and act upon the need for a healthy lifestyle for both their physical and mental well-being. Pupils told inspectors that they feel safe at school and demonstrated a well-developed understanding of what they need to do in order to achieve a healthy body and mind. This is fostered by the school's programme of extra-curricular clubs such as daily playground running for the younger pupils and weekly running club for older pupils as well as healthy eating living week and the wellbeing Friday programme. Pupils have a strong awareness of how to keep themselves safe online. In an open and affirming environment, pupils nurture and care for each other and show kindness and friendship in abundance. They know where to seek help and embrace a resilient approach to challenges that they may face so they have a robust sense of well-being and positive attitude to life.

## 5. Inspection Evidence

- 5.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. 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 Julie Lowe	Reporting inspector
Mr James Polansky	Compliance team inspector (Headmaster, IAPS and ISA school)
Mr Timothy Smith	Team inspector (Head, IAPS school)
Mrs Ros Ford	Co-ordinating inspector for early years (Former head of pre-prep, IAPS school)
Mr Chris Manville	Team inspector for early years