



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Abbey School

March 2022

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School's Details

School	Abbey School			
DfE number	880/6000			
Early Years registration number	EY234164			
Address	Abbey School Hampton Court Fore Street St. Marychurch Torquay Devon TQ1 4PR			
Telephone number	01803 327868			
Email address	secretary@abbeyschool.co.uk			
Headteacher	Miss Fleur Greinig			
Proprietor	Mrs Sylvia Greinig			
Age range	0 to 11			
Number of pupils on roll	123			
	EYFS	72	Infants	14
	Juniors	37		
Inspection dates	15 to 18 March 2022			

1. Background Information

About the school

- 1.1 Abbey School is a co-educational nursery and day school. It is owned by the principal who oversees its leadership and management. Since the previous inspection the principal's daughter has become the headteacher and the school has reappointed the former head of nursery as nursery manager.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.3 The school aims to provide a stimulating, safe environment which promotes resilience, respect and responsibility. It seeks to ensure pupils are nurtured and encouraged to think creatively and critically; and enables pupils to achieve their potential with support from staff who provide individual help and guidance. The objective is that pupils will be equipped with suitable skills and self-confidence for life-long learning.

About the pupils

- 1.4 Pupils mostly come from the Torbay area. Data provided by the school indicate the ability of pupils is broadly average compared to those taking the same tests nationally. One pupil in the school has an education, health and care (EHC) plan. The school has identified 28 pupils as having special educational needs and/or disabilities (SEND), 22 of whom receive additional specialist help. English is an additional language (EAL) for 7 pupils, for whom extra English support is offered as required. Data is used by the school to identify the most able pupils and the curriculum is modified and personalised 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 does not meet all of the required 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 should take immediate action to remedy deficiencies as detailed below.**

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 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. A disability access plan is in place.
- 2.9 The school has an appropriate safeguarding policy and provides suitable related training for staff. However, the school has not always carried out checks of prohibition from management before staff commence working in a management position.
- 2.10 Review of processes to safeguard the welfare of pupils is not wholly effective because not all safeguarding requirements with regard to staff checks are met.
- 2.11 The school's risk assessment policy is not implemented effectively in all areas. Levels of risk are not always identified accurately and subsequent control measures to reduce the risks identified are not always appropriate.
- 2.12 The standards relating to welfare, health and safety in paragraphs 9–15, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but that those in paragraphs 7 [safeguarding] and 16 [risk assessment] are not met.**

Action point 1

The school must ensure that it carries out checks of those prohibited from management before staff commence working in a management position [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

Action point 2

The school must ensure that the annual review of safeguarding is effective, in particular, suitability checks on staff [paragraph 7(a) and (b); EYFS 3.4, 3.7 and 3.9].

Action point 3

The school must ensure that the welfare of the pupils at the school is safeguarded and promoted by the effective implementation of its risk assessment policy, and that appropriate action is taken to reduce the risks which are identified [paragraph 16(a) and (b); EYFS 3.65].

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

- 2.13 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.14 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

- 2.15 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.
- 2.16 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

- 2.17 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.
- 2.18 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

- 2.19 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.
- 2.20 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.21 The proprietor does not ensure 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. Arrangements for safeguarding and risk assessment are not fully effective.

2.22 The standard relating to leadership and management of the school in paragraph 34 is not met.

Action point 4

The school must ensure 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 [paragraph 34(1)(a), (b) and (c)].

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 inadequate.
- 3.2 All children make good progress relative to their starting points. By the age of two, children are making good progress due to the good levels of personal and sensitive care they receive. They are well prepared and effectively supported in the transition process to the next stage in their learning. Children between the ages of two and three make good progress from their starting points.
- 3.3 The setting has made suitable progress in addressing the recommendations from the previous inspection. Staff find opportunities to extend mathematical development across the curriculum. Children who distract others during activities are quickly dissuaded.
- 3.4 Careful planning of the curriculum and teaching, based on detailed observations and senior managers' evaluation of practice, reflects children's needs and interests. Individual targets ensure that provision supports all children, including those with special educational and/or medical needs. Effective support from outside agencies also contributes to positive outcomes for these children.
- 3.5 Children are cared for well and make good progress in their personal and emotional development within an environment where they are all valued as individuals. Strong relationships and quality time with trusted adults enable children to feel safe, secure and happy in the setting.
- 3.6 Staff show that they understand the responsibility for protecting children. Staff were seen to be watchful over children in their care. However, senior managers do not always take the necessary steps to ensure compliance with all statutory requirements for safeguarding and risk assessment.

Quality of education

- 3.7 The quality of education is good.
- 3.8 Leaders ensure that appropriately qualified practitioners have clear expectations of what each child can achieve, including the most able and those who have SEND and/or EAL. Staff are fully aware of the needs of all children and they provide effective support for children to grow in confidence. Staff demonstrate a good understanding of children aged three and under and maintain a sharp focus on the prime areas of learning. Staff praise and encourage the children as they acquire new skills, such as learning to walk. Resources in most areas are carefully considered and provided by leadership to ensure the children are regularly inspired by new experiences. The outdoor environment is used, at times, to successfully promote the children's learning and development. This resource is not always freely accessed by children at times of free choice activity thus limiting their choice of active play.
- 3.9 Staff treat all children as individuals and plan for their future learning appropriately. Staff ably interpret assessment information to identify children with specific needs, including those with SEND, EAL or medical needs. Staff ensure that they provide the additional support to enable all children to make good progress.
- 3.10 Staff develop a clear understanding of each child well before they start in the setting. Parents are consulted and provide information about their child's development and experiences. Continuous observations by staff enable progress, further needs and next steps to be identified. These are recorded in planning and in the learning record. Children's achievements are shared with parents, such as when children develop their speaking skills or take their first steps.
- 3.11 Staff engage with the children fully and show that they care for them. They actively encourage children's learning through positive reinforcement and recognition of their efforts. As a result, children become confident, independent learners. Staff support children's learning well through asking open-ended questions. They ensure that children acquire the skills necessary to develop and learn effectively and are well equipped to make the move to the next nursery room.

Behaviour and attitudes

- 3.12 Behaviour and attitudes are good.
- 3.13 Staff employ a consistent approach to reminding the children about expected standards of behaviour and manners. Children settle quickly and their behaviour is good. Staff praise children for managing their feelings and personal behaviour, for example, in commending good sharing and being kind. Children understand the rules of the room and are content to play alongside each other, share toys and resources, and learn to take turns.
- 3.14 Children are active learners and demonstrate a willingness to explore and enjoy play. For example, children showed great delight when making a rainbow with the stacking cups in the water tray. Children engage happily with adults and enjoy greeting and interacting with visitors. Children's motor skills improve as they paint brushes and rollers to make marks and develop their early writing skills by using chalk. Children develop a good understanding of early numeracy skills through staff interaction during their play. Staff use language such as 'big' and 'little' and count objects as children move them around.
- 3.15 Children understand how to develop their skills well because adults consistently reinforce learning routines and model effective learning. Children learn to access resources confidently and use their own ideas with enthusiasm. For example, dancing and playing instruments in 'rhyme time'. Young children choose and move resources with increasing control and determination.
- 3.16 All children are encouraged and supported by staff to think for themselves and make decisions about their learning. Children confidently make their own requests. The youngest children can gain attention effectively through making sounds or gestures.
- 3.17 The setting promotes children's attendance and has secure procedures for recording and monitoring this. Unexpected absences are followed up promptly and effectively. Parents interviewed are happy with the provision. They say that their views and input are valued and that they are well-informed about their child's progress.

Personal development

- 3.18 The personal development of children is inadequate.
- 3.19 Strong, secure relationships between adults and children develop rapidly due to the well-managed key person system. Staff encourage children's achievements and celebrate their successes, for example saying new words when sharing books. Staff affirm children's achievements, enabling them to grow in self-confidence. In this way, staff create a caring and positive culture where learning is valued.
- 3.20 Children's emotional security is evident in their positive approach to learning. Children learn to share and communicate because activities such as circle time encourage them to listen to one another and appreciate their differences. Children understand they must consider others and show empathy. For example, by sharing emotions and talking about how they are feeling with the help of *Robbie Rabbit*. Staff relate to children in an extremely warm and caring manner enabling them to express their wishes confidently.
- 3.21 Children understand about keeping themselves safe and are praised when they walk securely indoors. Staff remind children about playing carefully. Opportunities to allow children access to outside learning areas are sometimes missed. This limits the chances for children to have the space and freedom to explore the world around them, letting them make decisions and assess appropriate risks.
- 3.22 Children are positively encouraged to be independent. They demonstrate increasing independence, for instance when choosing activities and when using cutlery on their own. Younger children can sit in highchairs and feed themselves independently using a spoon or sometimes their fingers. Staff carefully cater for children's dietary needs and promote a healthy lifestyle through the provision of freshly

prepared snacks and meals. Children show an increasing independence in managing their personal hygiene. They can wash and dry their hands with support and are able to let staff know when they need to be escorted to the toilet.

- 3.23 Staff promote British values through storytelling and other activities. For example, children learn to share and take turns when playing together as a group. Children develop tolerance and understand the need to listen to each other. Any unkindness is sensitively corrected by staff. Children's understanding and appreciation of equality and diversity is not promoted with full effectiveness due to limited provision of resources related to these areas.
- 3.24 The setting does not meet all the EYFS statutory requirements for children's safeguarding and welfare. Senior leaders have not taken all necessary steps to ensure that children in their care are not exposed to risks. Staff are watchful. However, risk assessments do not identify levels of risk accurately and control measures to reduce the risks identified are not always appropriate.

Leadership and management

- 3.25 Leadership and management is inadequate.
- 3.26 Leaders have established a suitable vision for quality educational provision. They ensure that the needs and interests of all children are well provided for and enable them to feel involved in their learning. Expectations of children's achievements are good and these are reflected in the proportion of children achieving at or above expected levels for their age. The learning programmes provide many opportunities for children to improve their communication and language, promote their personal, social and emotional development and develop their physical skills.
- 3.27 Leaders and managers carefully monitor the well-planned curriculum to ensure comprehensive coverage of all areas of learning and development. This provides a secure basis for future learning. The curriculum meets all statutory requirements and provision is additionally supported, for example, through specialist provision for speech and language. Leaders ensure that all children, including those with SEND receive appropriate support for their individual needs.
- 3.28 A clear approach to professional development, supervision and training ensures that staff routinely develop their skills effectively. Areas for development identified are relevant and promoted through effective systems for supervision and performance management. Staff have access to training opportunities which benefit the whole setting.
- 3.29 Parents are encouraged to contribute to the communication book and encouraged to share children's achievements. These are displayed on the 'wow board' demonstrating to the children that their interests and successes are valued both at home and in the nursery. Almost all parents responding to the pre-inspection questionnaire and in speaking to inspectors, were complimentary about the level of care provided for their children and the communication they receive about their children's day and overall learning and development.
- 3.30 The proprietor and senior leaders do not fulfil all of their statutory duties. They ensure that staff undertake safeguarding training, including the prevention of radicalisation and extremism. Staff have received the required paediatric first aid training, and all accidents and administration of medicines are diligently recorded. However, senior leaders do not take all reasonable steps to ensure staff recruitment checks are undertaken as required. The proprietor has not ensured that, when appropriate, prohibition from management checks have been carried out. In addition, measures to identify and address risks are not effective.

Compliance with statutory requirements

- 3.31 In order to meet the requirements of the Childcare Act 2006 fully, those responsible for the registered provision must take the following action.**

Action points for EYFS

The school must have regard to the government's statutory guidance *Working Together to Safeguard Children* and ensure that all people looking after children are suitable to fulfil the requirements of their roles, including through undertaking suitable checks of prohibition from management [EYFS 3.7 and 3.9].

The school must take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks through effective implementation of the school's risk assessment policy [EYFS 3.65].

Recommendations for further improvement

In addition to the above action points, the school is advised to make the following improvements to its provision for children in the early years.

- Enable children to make full use of their outdoor environment for learning and development.
- Provide sufficient resources to enable staff to fully promote equality and diversity.

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 make good progress and most achieve at levels in advance of expectations for their age and ability.
- Pupils display good communication skills in written and oral activities.
- Pupils demonstrate strong numeracy skills and apply these confidently to other areas of their learning.
- Although pupils show positive attitudes towards their work, they do not often make their own decisions about how or, on occasion, what they learn.
- Pupils' information, technology and communication (ICT) skills are only sound, because they receive limited opportunities to apply and develop them further.

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

- Pupils show good levels of self-knowledge and self-confidence and reflect effectively on how to improve their learning and performance.
- Pupils form positive relationships and are highly effective in collaborative achievements.
- Pupils have a strong appreciation of right and wrong and make good choices about their behaviour in school.
- Pupils have a good awareness of how to stay healthy in body and mind.
- Pupils develop suitable decision-making skills but further development lacks impetus because opportunities to experience leadership are limited.

Recommendations

4.3 The school should make the following improvements.

- Enable pupils to develop a more independent approach to their learning by making their own decisions about how they learn.
- Improve the pupils' ICT skills by ensuring that pupils use and develop them across the curriculum.
- Develop pupils' decision-making skills and leadership qualities further by providing more opportunities for all pupils to take responsibility.

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' attainment in reading, writing and mathematics is good, above that of pupils of similar ability nationally. Throughout the school, pupils make good progress. This is confirmed by analysis of the school's own data. Progress is sometimes rapid, such as in younger pupils' development of their spelling, and in older pupils when encouraged to work independently with a range of resource materials. All groups, including the more able and pupils with individual needs, such as SEND and EAL, make similar rates of progress. From a range of different starting points, pupils leaving the school at the end of Year 6 achieve high levels of academic success. All pupils who responded to the pre-inspection questionnaire agreed that their teachers know how to help them learn, know their subjects well and are supportive. Almost all parents responding to the questionnaires agreed that teaching enables their child to make progress. Inspection evidence supports these views overall.
- 4.6 Pupils develop good knowledge and skills across the different areas of their learning. For example, children in the EYFS understand the hours on the clock face and showed good development in their fine motor skills when using scissors to cut out circles. Pupils in Year 2 demonstrate a good understanding of units of measuring length for their age and Year 3 and Year 4 pupils showed a good understanding of basic musical notation and used vocabulary such as 'treble clef' confidently. Sometimes pupils' knowledge is excellent. Year 6 pupils displayed outstanding scientific knowledge based around blood transfusion. They explained blood types and processes using terminology such as plasma, platelets and antigens correctly. Younger pupils develop physical skills well, demonstrating good technique as they sought to improve their leg kicks in swimming. Pupils' learning is well developed across the curriculum because they are well supported and well-motivated by their teachers. Effective use of stimulating resources and well-planned extension activities ensure that all pupils are challenged, enabling good progress.
- 4.7 Pupils in all sections of the school display good communication skills. These contribute strongly to pupils' academic and social development. Children in the EYFS successfully negotiate taking turns and asking their friends to share. Most pupils listen attentively and express themselves clearly. For example, younger pupils communicated their thoughts about angles clearly and confidently. Pupils in Year 3 write expressively with extended noun phrases, prepositional phrases and interesting adjectives and Year 4 pupils' good writing skills were clear when they used direct speech in a dialogue inspired by their class reading book. Older pupils showed excellent communication skills in their presentations about the Natterjack toad. They spoke with clarity, confidence and good expression when performing a piece in their drama lesson. Pupils develop confidence in communication well as the staff consistently welcome their contributions with praise. Teaching includes a variety of opportunities to develop the whole range of communication skills for all pupils.
- 4.8 Most pupils display good numeracy skills and apply these confidently in other areas of the curriculum. Pupils less confident in their numeracy skills are well supported in small groups, or through working with another class, enabling them to make sound progress. From a young age, pupils are encouraged to develop their mental arithmetic well, encouraged by staff who ensure a good pace to lessons and activities that the pupils enjoy. Children in Reception use number games to consolidate their learning effectively. Pupils in Year 2 showed a good grasp of number bonds and multiplication as their game encouraged them to think for themselves and work out factors. Pupils show a good understanding of algebra and geometry topics for their ages. Year 3 pupils demonstrated good application of mathematical knowledge when creating periscopes. Older pupils use their data-handling skills effectively, for example, in graphs about climate in geography and when studying gestation periods of mammals in science.
- 4.9 Pupils' ICT skills are sound. They use their digital technology skills to research effectively. For example, Year 6 pupils used navigation and browsing skills confidently when researching *Harry Potter*. Year 1 pupils successfully edited a photograph using an app in their ICT lesson. Pupils develop strong typing

skills, encouraged by time dedicated to improving their touch-typing. Others develop their coding skills and some use ICT to present some of their work. However, because opportunities to develop such skills within the curriculum are limited, pupils do not extend their range of ICT skills, such as data-processing and design, more fully.

- 4.10 Most pupils display excellent attitudes towards their learning and engage positively and enthusiastically with activities, showing interest and initiative. For example, Year 2 pupils were positive when choosing a design for a heart, inspired by a local artist. Children in the EYFS demonstrate an enthusiasm to learn but sometimes a small minority of children do not readily engage with the current activity. Young pupils showed great curiosity when they measured objects around the classroom. Older pupils show high levels of concentration; they applied themselves well to the challenge of converting units of time. Pupils achieve successfully when supported effectively by well-planned and well-resourced teaching which employs open-ended questioning and sets clear targets for pupils to achieve. Pupils co-operate well together. For example, Year 3 pupils worked well together to play *When the Saints Go Marching In* on glockenspiels and Year 5 pupils successfully adapted their drama piece collaboratively. Pupils show independence in their learning at times, as seen in Year 6 mathematics when they were choosing factors to help multiply units of time. However, pupils do not often have the opportunity to make their own decisions about how and what they learn. In this way they are inhibited in taking leadership in their learning.
- 4.11 Pupils develop increasingly sophisticated study skills to manage a range of sources effectively. In science, geography and history, pupils analyse, hypothesise and successfully draw conclusions in response to enquiry-based approaches to their studies. Pupils in Year 1 showed strong analytical skills in explaining the difference between toys from different decades, referring to colours, materials and technology. Pupils in Year 3 evaluated a variety of images of the environment to reach conclusions about sustainable outcomes effectively. These skills are well supported by teaching that promotes analysis and discussion. Younger pupils made good use of a thesaurus to improve their adjective choices when describing photographs of bridges and hedgehogs. In Year 5, pupils drew effectively on a variety of sources and reports when investigating the British Mount Everest expedition of 1924. When faced with a problem, pupils are consistently encouraged to analyse it and try to work it out themselves and most respond well. Pupils' thinking skills are developed well in the chess activity where they benefit from specialist support.
- 4.12 Pupils leaving the school are successful in their applications to their next school. The overwhelming majority are successful in passing the 11+ entrance examination for grammar schools. In recent years pupils have achieved notable success through gaining scholarship awards in music, performing arts and swimming. Pupils achieve a good range of success in activities outside of the curriculum in relation to the school's size. Pupils have achieved county success in gymnastics, swimming, tennis and chess. The wide range of activities pursued by pupils have brought success in football with membership of a local professional club academy and in ballet. Senior leaders ensure that pupils have opportunities to perform poetry, play instruments and sing at local festivals and the school's annual Eisteddfod. This contributes well to pupils' successful achievements in the performing arts.

The quality of the pupils' personal development

- 4.13 The quality of the pupils' personal development is good.
- 4.14 Pupils display good levels of self-awareness for their age. They show positive self-confidence when talking to staff and greeting visitors. Pupils were willing and confident to share information about themselves and their learning in discussions. Their self-confidence is evident in lessons, where they are prepared to tackle new activities. Pupils persevere when encouraged to work independently. Pupils engage in effective self-reflection because they are encouraged to review their work. For example, Year 2 pupils used a self-assessment tool effectively to say how confident they were with meeting the objective in their mathematics topic. Staff support pupils well in becoming resilient

learners and help to strengthen their self-esteem with consistently high levels of praise. Year 6 pupils said that they were confident about moving on to the next stage of their learning as their teachers had prepared them well. Almost all parents responding to the questionnaire agreed that the school helps their child to be confident and independent. Inspection evidence supports this view.

- 4.15 Pupils develop productive relationships and demonstrate excellent social skills. They are well attuned to the needs of others and show care and kindness. Children in the EYFS demonstrated sensitivity to others' feelings as they found soft toys to help calm a distressed classmate. All pupils responding to the questionnaire agreed that the school teaches them how to build positive relationships and friendships and all parents responding to the questionnaire agreed that the school helps their child to develop strong teamwork and social skills. Inspection evidence confirms that pupils collaborate effectively across a range of activities supporting one another to achieve a positive outcome. For example, Reception children and Year 1 pupils worked well in pairs to find and read aloud the sounds that pairs of letters make. Staff facilitate many opportunities for collaborative work across the curriculum for all pupils, including those with additional learning needs. For example, the mosaic of Nelson Mandela in art and the scale model of the Parthenon in design technology (DT) show the results of positive teamwork. Pupils show their appreciation and recognition of the achievements of others in response to staff encouragement, particularly in the weekly celebration assembly.
- 4.16 Pupils show a strong sense of responsibility for their own behaviour and instances of misbehaviour or unkindness are rare. Pupils have a clear understanding of right and wrong and a strong sense of fair play. They show their appreciation of the school's values of respect and responsibility and do not tolerate bullying. Their excellent conduct is founded on the high levels of respect that they show for each other and for adults. Young children in the EYFS settled well on the carpet to listen to the teacher and they show respect for the class rules. A small minority of children in Nursery and Reception find it more difficult to regulate their behaviour for themselves. Staff are aware of this and have introduced strategies, such as using specific areas of the room and resources such as fidget toys and a feelings jar to help children to be calm. Teachers successfully promote good behaviour amongst older pupils and encourage them to develop their moral understanding through opportunities such as debating where pupils discuss issues as varied as the merits of school uniform and investment in bio-fuels.
- 4.17 Pupils undertake opportunities to support others in the school and in the wider community willingly. Year 6 pupils are elected to various leadership roles which they fulfil dutifully. They readily support younger pupils at breaktimes, monitor the buddy bench and listen to younger children read. They take pride in their positions as house captains and sports captains and contribute effectively through leading house assemblies and introducing at school events. They organised a dodgeball house competition unprompted. The small group of pupil leaders perform well but there are limited opportunities for younger pupils to develop their leadership abilities. The school council has successfully contributed revisions to the school menu and health initiatives. Pupils on the council are planning how the school is to celebrate the Queen's jubilee with significant guidance from staff. The challenges that COVID-19 has presented have reduced the number of opportunities for more personal involvement in local and community projects. Participation in a local civic award scheme provides excellent motivation for the Year 6 pupils. They participate readily by watering the flowers in allocated areas to support the local community's 'Britain in Bloom' entry. Pupils have also raised funds for a mental health charity through walking and litter-picking. Pupils throughout the school have recently planted sunflower seeds and raised a large sum for 'World Central Kitchen' to help refugees from Ukraine.
- 4.18 Pupils make good decisions when they are given opportunities to do so in progressing their learning and frequently in their social development. Older pupils show a mature understanding of how the choices they make with their studies can determine their move to senior school. Year 3 pupils made excellent decisions on how they and others might live more sustainably. They showed a sophisticated understanding, for their age, of how lifestyle decisions such as taking more exercise, using less transport, and a more plant-based diet may improve their well-being. Pupils are encouraged to make

informed choices about their relationships and they show a good understanding of how their decisions affects their happiness. From a young age, children in EYFS are able to make positive decisions that support their well-being, such as moving to the 'calm corner' provided in their classrooms. These attributes are strongly promoted by staff using a variety of initiatives including well-being displays, worry boxes and mood colours. Guidance on personal decision-making is fully embedded in the school's personal, social, health and economic education (PSHE) programme. Pupils' decision-making skills are good but not yet fully developed because of limited opportunities for younger pupils to take on leadership responsibilities.

- 4.19 Pupils understand well how to stay safe, including online, and how to be physically and mentally healthy. All parents responding to the questionnaire agreed that the school encourages their child to adopt a healthy lifestyle. Related topics are promoted well to each year group through the PSHE curriculum. Children in the EYFS follow good routines after learning about healthy eating and oral hygiene. Teachers promote safety and health topics to each year group through the PSHE curriculum. Year 3 pupils showed an excellent understanding of the importance of being mentally healthy in a geography lesson when discussing looking after personal well-being. Pupils understand the importance of exercise well and participate enthusiastically in physical education (PE) and games. They are well supported in this and benefit from the provision by the proprietor of a sports hall, a swimming pool and specialist teaching.
- 4.20 Pupils show a developing understanding of the non-material aspects of life. Staff promote this successfully with children in EYFS by using sensory toys. Pupils in Year 3 and Year 4 quietly reflect and practise mindfulness successfully. Pupils show a good appreciation of the natural environment. They recognise well the beauty to be found in creatures and the landscape, encouraged by staff. Pupils show a mature appreciation of how being absorbed in drawing or painting makes them feel relaxed, happy and lost in the moment.
- 4.21 Pupils demonstrate high levels of respect for one another and are accepting of others regardless of their background or tradition. This is supported by their studies of Christianity and other major world faiths in religious education. All parents responding to the questionnaire agree that the school actively promotes the values of democracy, respect and tolerance of other people. Inspection evidence confirms that pupils show a good appreciation of their own culture and its values and respect diversity. They are aware of the democratic process when they elect their school councillors. Work on display shows an appreciation and respect for diversity, for example, highlighting the authors from different ethnicities studied during Black History month and pupils' study of reggae musicians. Pupils played football with their sight impaired by a mask to celebrate the paraplegic Olympics. Pupils respond well to the promotion of diversity by senior leaders and staff such as through a visit from a neuro-diverse author and the teaching of sign language in nurture groups.

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

Inspectors

Mr Vaughan Jelley	Reporting inspector
Mr James Bishop	Compliance team inspector (Former bursar, IAPS school)
Mr Gareth Green	Team inspector (Assistant head, IAPS school)
Miss Jane Sheppard	Co-ordinating inspector for early years (Head of lower school, IAPS school)
Ms Gabriele Weber Basu	Team inspector for EYFS (EYFS co-ordinator, ISA school)