



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

St Neot's School

September 2019



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School's Details

School	St Neot's School			
DfE number	850/6019			
Registered charity number	307324			
Address	St Neot's School St Neot's Road Eversley Hook Hampshire RG27 0PN			
Telephone number	0118 9732118			
Email address	office@st-neots-prep.co.uk			
Headteacher	Mrs Deborah Henderson			
Chair of governors	Mr Stephen Scott			
Age range	2 to 13			
Number of pupils on roll	306			
	EYFS	58	Pre-Prep	63
	Main School	185		
Inspection dates	17 to 19 Sept 2019			

1. Background Information

About the school

- 1.1 St Neot's School is an independent co-educational day school for pupils aged 2 to 13 years. It was founded in 1888 and moved to its current premises in 1894. The school became a charitable trust in 1955, overseen by a board of governors who are also the trustees. The current head was appointed in September 2015.
- 1.2 The school is set in 70 acres of woodland in the village of Eversley in Hampshire. The school is based in a large Victorian building with additional modern buildings and other extensive facilities including a sports hall, swimming pool and all-weather pitches.
- 1.3 The school comprises the Early Years Foundation Stage (EYFS) for pupils aged 2 to 5 years; the Pre-Prep for pupils aged 6 to 7 years and the main school for pupils aged 8 to 13 years.
- 1.4 Since the previous inspection, the Pre Senior Baccalaureate has been introduced, outdoor learning stations have been positioned in the school grounds and a Health Hub has been developed to support pastoral care and personal well-being.

What the school seeks to do

- 1.5 The school aims to inspire children to develop a love of learning in a supportive and happy environment, where individuals are encouraged to strive to reach beyond their academic potential. It sets out to motivate pupils to embrace challenge, think creatively, develop self-confidence and to foster empathy towards others, preparing them both intellectually and emotionally for success in the modern world.

About the pupils

- 1.6 Nationally standardised data provided by the school indicate that the ability of the pupils is above the national average. The school has identified 37 pupils as having special educational needs and/or disabilities (SEND) which include autistic spectrum disorder, dyslexia and dyspraxia, all of whom receive specialist support. Two pupils have English as an additional language, one of whom receives additional support. One pupil in the school has an education, health and care (EHC) plan. No pupil has a statement of special educational needs. The school has identified a number of pupils as being the most able in the school's population and the curriculum is modified to meet their needs.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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

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

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.10 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.11 Suitable toilet 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.
- 2.12 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.14 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.15 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.16 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.17 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

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

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Tiny Tuskers	Nursery (aged 2 to 3 years)
Tuskers	Nursery (aged 3 to 4 years)

Key findings

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

- Pupils display excellent knowledge in many areas of the curriculum for their age.
- Pupils make good progress from their starting points, especially when teaching is carefully matched to their individual needs.
- Pupils communication skills are excellent and they share their ideas fluently and confidently.
- Pupils achieve excellent results in their activities, for example in drama, music and sport, and they are successful in their applications to future schools.
- Pupils' progress is sometimes limited by the inconsistent use of assessment data and marking.

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

- Pupils have an excellent understanding of their own strengths and weaknesses and how to develop their resilience.
- Pupils' excellent decision-making is well-informed and they understand that their decisions may have wider consequences.
- Pupils have a strong individual awareness of right and wrong and respect for their class rules.
- Pupils display excellent collaborative skills strengthened by their outdoor learning experiences.
- Pupils have a greater understanding of how to stay healthy physically than in terms of their mental well-being.

Recommendations

3.3 The school is advised to make the following improvements:

- Ensure that all staff make effective use of assessment data in their tracking of pupils' progress, so that pupils of all abilities make the best possible progress.
- Extend structured opportunities to support the mental well-being of pupils.

The quality of the pupils' academic and other achievements

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

3.5 The school does not take part in National Curriculum tests but results from the school's own assessment data, supported by the scrutiny of pupils' work and lesson observations show attainment to be above average in relation to national age-related expectations. In their responses to the inspection questionnaire, most pupils and a very large majority of the parents agreed that teaching allows pupils to make progress. Children in the EYFS progress well from their individual starting points and most achieve a good level of development at the end of their Reception year; many exceed the expectations of the early learning goals because their individual learning programmes are carefully matched to their interests and developmental needs. Older pupils, including those with SEND, almost always make good progress; this occurs when they benefit from engaging lessons, focused support from their teachers and access to a wide range of strategies to meet their individual learning styles. During interviews, older pupils agreed that they could track their personal progress over time using their learning profiles; however, younger pupils found this more challenging because they were less familiar with the processes.

- 3.6 A wide range of assessment data is successfully collated to inform individual learning programmes. However, the tracking of the progress of specific groups is not consistently monitored by school leaders to ensure that the needs of all pupils are fully met. As a result, in some subjects, more able pupils did not make the expected level of progress when they were not fully challenged by the pace of the lessons or by suitably matched extension tasks.
- 3.7 Pupils display excellent knowledge, skills and understanding across the curriculum. This is because of the broad and balanced learning programmes, which are enriched by outdoor learning experiences and linked constructively both to the thinking skills promoted by the Pre Senior Baccaureate (PSB) programme and to pupils' interests. In the EYFS, pupils make effective links in their learning; for example, the story of *The Very Hungry Caterpillar* illustrated their current topic about the benefits of healthy eating. Pupils are encouraged to hypothesise, for example in science when younger pupils designed their own experiments to see how far rolling objects would travel, they explained that this was due to the effect of gravity. In an investigation to introduce the properties of elements, mixtures and compounds, older pupils modelled their ideas using interlocking bricks and, guided by carefully focused questions, began to link the elements to the order of the periodic table. Similarly, in a discussion about the causes of the American Civil War, older pupils used sophisticated vocabulary to share their ideas, inspired by the passionate introduction to the topic which engaged the interests of all pupils. Pupils demonstrate improvement in their sporting skills, for example employing the correct techniques in swimming strokes and successfully developing their dribbling skills in basketball, because teachers give constant encouragement and concise instructions.
- 3.8 Pupils' communication skills are excellent. During interviews, they articulate their ideas fluently, for example explaining how much they enjoy participating in school plays because they feel fully involved in the productions. Pupils listen actively and respond to each other's point of view, for example when they entered into a lively discussion about the use of dramatic irony in the prologue to *Romeo and Juliet*, accurately recalling and applying their prior understanding of the technique. Pupils' literacy skills are strong because carefully targeted reading and writing sessions ensure that they build a secure foundation for future studies. They develop a love of reading because they study age-appropriate texts of different genres and the work of a range of different authors, including those that are introduced at a local literary festival. Pupils' excellent writing skills progress rapidly from the emergent writing proudly displayed in the EYFS to the fluent accounts eloquently describing the life of Tutankhamun because all pupils, including those with SEND or EAL, are suitably supported to access the curriculum and challenged to do their best. Pupils respect the need to listen carefully to guidance, for example in outdoor learning challenges; older pupil leaders effectively communicated their instructions to their groups because they had paid close attention to the information from their teachers.
- 3.9 Pupils display age-appropriate skills in numeracy because existing knowledge is effectively consolidated and suitable challenges are usually carefully matched to their individual needs. Most pupils, including those with SEND, achieve the prescribed objectives of a lesson because careful planning, the use of appropriate practical aids and small teaching groups ensure that suitable support is provided and that all pupils can access the material. However, pupil's progress is sometimes limited by the lack of personal challenge or by the slow pace of the lesson. Younger pupils show a good level of number awareness and developing counting skills. Pupils in Reception work confidently with numbers to 10, clearly understanding the relationship between numbers and counting objects because practical tasks, such as matching numerals with the number of spots on a ladybird, reinforce the concept of one-to-one correspondence. Older pupils consolidate their knowledge by explaining their own methods of problem-solving to their peers; for example, they were praised as they outlined their individual strategies for solving equations. Other pupils demonstrate a secure understanding of place value and recognise the importance of setting out their work accurately, reminded by effective visual prompts. Pupils employ their numerical skills across the curriculum; for example, they count beats when following a music score ready to identify the time of their entrance.

- 3.10 Pupils apply their skills in information and communication technology (ICT) confidently and show good progression through the carefully structured programmes of study. During interviews, pupils explained how they use online research to enrich their studies and guide revision, employ data-logging programmes to record results in science and develop touch typing skills to enhance the presentation of their work. They use virtual reality equipment competently to experience real life scenarios such as exploring the life of the Ancient Egyptians or visiting the Globe Theatre to enliven their studies of Shakespeare plays. Younger pupils use interactive white boards confidently to identify the location of different countries on a world map. Older pupils exhibit a range of digital skills in the production of their Summer Scrapbooks, competently retrieving saved work, selecting and inserting suitable illustrations after browsing the web, and editing the final product. Whilst older pupils showed an awareness of the need for online safety, younger pupils were not so alert to the potential dangers of accessing the internet.
- 3.11 Pupils' study skills are good. They are encouraged to hypothesise and to devise their own strategies to further their learning because teachers use focused questioning to promote independent thinking and problem solving; for example, in French, older pupils created their own methods to help them understand and memorise the structure of verbs. Pupils fully embrace the learning skills of the PSB programme; for example, a pupil in the EYFS was encouraged to put her wellingtons on the correct feet independently because the teacher explained how to match up the labels for each foot. In English, older pupils were asked which skills they were using in their comprehension exercise, to emphasise the need for independent learning. Pupils assess the success of their own learning thoughtfully; however, they do not always understand the strategies used for marking or for self-assessment because their use is not effectively monitored to ensure consistent implementation across the curriculum. In their responses to the questionnaire, most parents agree that the school encourages their children to develop skills for the future and to be confident and independent. A very large majority of the pupils agreed that the school encourages them to work to the best of their abilities and that they learn skills for later life. Pupils organise their work efficiently because they carefully record their homework and assessment information in their personal planners.
- 3.12 Pupils' academic and other achievements are excellent. They are successful in their applications to future schools with many awarded scholarships including academic, art, music, sport and drama ones. Pupils are successful in a range of competitive sports, for example reaching the finals in county cricket matches and in national track and athletic events. Pupils participate in external instrumental examinations, supported by the many performance opportunities within the school such as informal recitals and concerts. The *J Rock* team represented the school in a national competition and gained 12 awards, including those for drama and choreography. Pupils' success in competitive events is fostered by encouragement from the school to develop self-confidence in line with its aims.
- 3.13 Pupils display excellent attitudes to learning. They listen attentively: even the youngest children show considerable concentration during story times because of the lively, engaging delivery by their teachers and the opportunity to choose their own books. They listen and respond well to instructions when their tasks are clearly explained, for example during outdoor learning sessions, but lose concentration and focus if they are unsure of their next steps for learning. They are keen to take responsibility for their own learning; for instance, in an activity session, Reception children followed up their interest in the work of firemen and, led by the self-elected fire chief, engaged in realistic role play to fight a fire. Pupils' written work is carefully presented because they take pride in their books and they understand the importance of setting it out carefully to ensure accuracy, for example in numeracy. The school achieves its aim of inspiring the children to develop a love of learning in a happy and supportive environment, promoted by the encouragement of school leaders for pupils to strive to reach beyond their potential.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is good.
- 3.15 Pupils display an excellent level of self-understanding for their age. Most pupils, in their responses to the inspection questionnaire, agree that feedback about their work helps them to improve their own learning and performance and prepares them well for the next stage of their lives. Pupils are well prepared for their next class because the teachers know them well and ensure that pupils are familiarised with their new routines. Pupils demonstrate their resilience when developing new skills; for example, younger pupils confidently sounded out new words in front of their peers, supported by the nurturing classroom atmosphere, whilst older pupils persevered with the challenge of learning to bounce a basketball with their weaker hand. Pupils' self-confidence is boosted by their sense of achievement on completing a challenge, such as working in a group to untangle a rope in an outdoor learning session. Pupils show a mature awareness of their own strengths and weaknesses, exemplified by their evaluation of their personal talents included in applications for posts of responsibility, where they explain their suitability for the position.
- 3.16 Pupils' decision-making skills are excellent. In the inspection questionnaires and during interviews, almost all pupils agreed that they develop the ability to think for themselves and make decisions, during both lessons and outdoor activities; for example, they chose suitable strategies to use to solve a problem in numeracy. Pupils vote for their class representative on the school council, and their elected members discuss suggestions and make considered decisions on behalf of their peers about what to take forward. During interviews, school council representatives explained that some ideas, for example introducing a trampoline in the play area, are unrealistic and they recognise that their decisions impact on the whole school community. Pupils' personal decision making skills develop in line with increased responsibilities as they move through the school. Pupils in the EYFS make their own decision to put on their wellingtons for outdoor play and older pupils have greater food choices at lunch. Older pupils acknowledge the responsibilities of their leadership roles; for instance, sports captains appreciate that the success of their team is dependent on their ability to select and position their players to the best effect.
- 3.17 Pupils' spiritual understanding is good. They develop a sensitive appreciation of the non-material aspects of life because they are encouraged to reflect on the world around them and to embrace the freedom to explore their natural surroundings. During interviews, pupils shared their concerns for the fragility of threatened environments such as the rainforest and discussed ways to support their preservation. They discussed their awareness of the hardships of the lives of others, for example recognising how some families depended on food banks; during a whole school sponsored walk which simulated the journey of a family of refugees, they understood the necessity of making painful decisions about belongings and relatives to ensure survival. Pupils express their gratitude for their own food and for natural phenomena such as rainbows as they joined in their lunchtime prayers. Reception children gave a poignant interpretation of their response to a piece of music, expressively matching their facial expressions and movements to the mood of the music and describing their feelings as sad or happy.
- 3.18 Pupils' moral understanding is excellent. They appreciate the difference between the right and wrong ways to behave and abide by the rules of the playground, classroom and the school. They take responsibility for their own actions, respecting their class charters at an age-appropriate level; for example, younger pupils decided to include sharing in their rules and personalised their agreement by signing on their own handprints. During interviews, older pupils explained that they felt confident to admit to any misdemeanours and would learn from their mistakes, both because they feel well supported in a secure environment and because they would have a fair chance to explain the reasons for their actions. Pupils say they are proud to receive personal awards for helpfulness.

- 3.19 Pupils' social development and ability to collaborate are excellent. From a very early age, they work effectively and harmoniously with one another to achieve common goals, for instance building a brick house or making a cake in the mud kitchen. In the inspection questionnaire, the majority of parents and pupils agree that the school helps pupils to develop strong teamwork and social skills. Pupils show kindness to one another in work and play, for instance helping each other to read challenging questions or allowing another child to take a turn on a coveted scooter. Younger pupils quickly learn to observe social conventions, for example waiting patiently for their lunch to be served and working together to tidy the classroom, following the behaviour modelled by their teachers. Older pupils exhibit strong teamwork in matches because they are strategically positioned to maximise the impact of their strengths. Pupils attributed the success of their den-building day to the effective planning and leadership which was modelled by older pupils.
- 3.20 Pupils make a good contribution to others, the school and the community. Older pupil leaders fulfil their responsibilities very conscientiously because they appreciate the flexibility to adapt their leadership roles to achieve the aims stated in their applications for their positions. Younger pupils enjoy the support of pupil leaders who act as their 'buddies', leading playground games, reading to them and organising sports events; however, relationships between older pupils during break-time games did not always reflect the same level of care for their peers because their robust play is not always inclusive. Pupils arrange successful fund-raising events for chosen charities, because they have the support of their teachers to fulfil the school aim of fostering empathy towards others; there are fewer opportunities to contribute to the needs of the wider world. During interviews, they sensibly discussed their awareness of the need to look after the environment, for example by collecting litter and by helping to keep the school tidy. They are proud of their badges for citizenship, awarded for particular acts of kindness within the school.
- 3.21 Pupils' show a good awareness of the customs and traditions of other cultures. They show a sensitive respect for diversity within their own community, responding with tolerance and understanding to children with different needs and backgrounds. During interviews, pupils explained to inspectors how much they enjoyed friendships with children from other countries; however, they showed a more limited awareness of significant differences in their lifestyles. Pupils can discuss their knowledge of other religions informed by their religious studies lessons and the celebration of festivals representing different cultures and beliefs.
- 3.22 Pupils display a good awareness of how to look after themselves physically; however, their understanding of the need to promote their mental well-being is less well-developed. During interviews, pupils explained their developing understanding of the health benefits of relaxation because their teachers promote the value of quiet times and encourage periods of reflection. Pupils recognise their personal changes of mood and feel that they always have someone to care for them, both because their teachers always make time to listen to them and because the Health Hub can provide a safe haven to share any concerns during school hours. Most parents and pupils agree that the school encourages them to lead a healthy lifestyle. Inspection evidence shows that pupils understand the need for a balanced diet and that they make informed choices from the range of foods on offer. Pupils understand that sports, including those in the enrichment programme and in outdoor learning activities, have a positive effect on fitness levels. They demonstrate a mature individual respect for the need to look after themselves because they learn to assess their own level of risk, for example understanding the reasons for the boundaries set for outdoor activities; however, older pupils are sometimes less aware of the need to respect the personal safety of others in their robust playground games. Older pupils gave cogent explanations of the need for observing the rules to ensure online safety, however younger pupils were less aware of the dangers of online use of the internet.

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 time. 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

Mrs Gillian Bilbo	Reporting inspector
Mrs Kate McCarey	Deputy Reporting Inspector
Mr Philip Gibson	Team inspector (Assistant Head, IAPS school)
Dr Toby Griffiths	Team inspector (Head, IAPS school)
Mrs Louise Lawrance	Team inspector (Head, IAPS school)