



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Dumpton School**

**January 2022**

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### School's Details

<b>School</b>	Dumpton School			
<b>DfE number</b>	838/6002			
<b>Registered charity number</b>	306222			
<b>Address</b>	Dumpton School Deans Grove House Deans Grove Wimborne Dorset BH21 7AF			
<b>Telephone number</b>	01202 883818			
<b>Email address</b>	secretary@dumpton.com			
<b>Head</b>	Mr Christian Saenger			
<b>Chair of governors</b>	Mr Hugh Cocke			
<b>Age range</b>	2 to 13			
<b>Number of pupils on roll</b>	313			
	<b>Nursery</b>	54	<b>Pre-prep</b>	67
	<b>Prep</b>	192		
<b>Inspection dates</b>	11 to 14 January 2022			

## 1. Background Information

### About the school

- 1.1 Dumpton School is a co-educational school for pupils aged two to thirteen. It is set in 26 acres of grounds close to Wimborne in Dorset. Founded in 1903, it was originally situated in Kent before moving to Dorset at the outbreak of the Second World War and then to its present site in 1987. The school is centred around a nineteenth century farmhouse and stable block that have been converted and extended. In recent years, the school has seen significant changes to the senior management team, including the appointment of a new head in 2019. The school operates as a charitable trust administered by a board of governors.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers.
- 1.3 During this period of closure the school provided remote learning for all pupils.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.8 The school's aim is for pupils to *Be Kind and Aim High*. It educates pupils in a safe, supportive, caring environment, within a framework of Christian values, stressing the importance of teamwork and mutual respect. The school motto is 'You can because you think you can'. It seeks to encourage pupils to have a sense of right and wrong, to become confident communicators and appreciate the importance of good manners, friendliness, and tolerance.

### About the pupils

- 1.9 Pupils come mainly from a range of professional and business families who live and work in the surrounding area. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 25 pupils as having special educational needs and/or disabilities. Of these, one pupil has an education, health and care (EHC) plan. No pupils receive support for English as an additional language (EAL). The school identifies but does not label more able pupils. The curriculum is extended for these pupils.

## 2. Regulatory Compliance Inspection

### Preface

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

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

**This is a 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](#).

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

## 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, and relevant 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.
- 2.4 Pupils receive relationships education in the junior school. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 Relationships and sex education (RSE) for secondary age pupils does not pay due regard to current statutory guidance. Sex education is not fully integrated into the curriculum and the planning of lessons does not take sufficient account of the needs and prior attainments of the pupils due to a lack of appropriate assessment.
- 2.6 The standards relating to the quality of education in paragraphs 1, 2 and 4 are met, but those in paragraphs 2A [Relationships and Sex Education] and 3 [teaching] are not met.**

### Action point 1

**The school must ensure that an appropriate relationships and sex education curriculum for secondary age pupils is fully integrated into the curriculum, is well planned, addresses issues of sexual development in a timely manner and is assessed, in line with statutory guidance [paragraph 2A(1)(b), 3(c), (d) and (g)].**

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

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

### PART 3 – Welfare, health and safety of pupils

- 2.9 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.
- 2.10 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**

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 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**

- 2.13 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.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

#### **PART 6 – Provision of information**

- 2.15 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.
- 2.16 The standard relating to the provision of information [paragraph 32] is met.**

#### **PART 7 – Manner in which complaints are handled**

- 2.17 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.
- 2.18 The standard relating to the handling of complaints [paragraph 33] is met.**

#### **PART 8 – Quality of leadership in and management of schools**

- 2.19 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.
- 2.20 The proprietor has not ensured that every registered pupil in secondary education at the school is provided with suitable relationships and sex education that pays due regard to the statutory guidance.
- 2.21 The standard relating to leadership and management of the school in paragraph 34 is not met.**

## **Action point 2**

**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 pupils [paragraph 34(1)(a), (b) and (c)].**

### 3. Educational Quality Inspection

#### Preface

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

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

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

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

<i>School name</i>	<i>National Curriculum name</i>
Nursery (Bluebells and Snowdrops)	Pre-Nursery
Pre-school (Dandelions)	Nursery

#### Key findings

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

- Pupils have excellent communication skills, are highly articulate and are effective and considerate listeners and speakers.
- Pupils demonstrate an excellent level of knowledge, skills and understanding across a wide range of subjects.
- Pupils are highly successful in their achievements beyond the classroom, particularly in their creative and physical pursuits.

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

- Pupils demonstrate excellent levels of decision-making capability.
- Pupils have high levels of self-awareness and demonstrate an excellent moral understanding and respect for systems and rules of law.
- Pupils have an excellent understanding and appreciation of the importance of what constitutes a healthy lifestyle.

#### Recommendation

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

- Ensure that pupils of all ages and abilities are given opportunities to achieve high levels of independence in their learning.

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

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

3.5 Pupils have extremely strong communication skills. In the pre-prep, children in Reception used scientific language effectively to describe the weather outside. As they move up through the school, pupils become adept public speakers, as demonstrated in a Year 7 assembly on the first moon landing.

Pupils listen carefully to others and respond appropriately. Older pupils demonstrated the ability to listen attentively and respond maturely to constructive praise and criticism from their peers, whilst performing and appraising an extract from Macbeth. Pupils' strong articulacy and presentational skills are supported by the many opportunities to perform, in music, assembly, on stage and through debating. Pupils write fluently and coherently in English and other subjects and match their writing skills appropriately to different situations. Reception children's writing skills develop rapidly as they grow in maturity as seen in their books when documenting their decisions for their daily learning, and the most able write sentences independently. As they progress through the school, pupils write with increasing fluency. In a Year 8 English lesson, pupils, when writing Gothic fiction, used ambitious vocabulary and sophisticated writing techniques to intrigue the reader and dictate atmosphere. Pupils enjoy reading and make excellent progress in this area. A group of younger pupils were overheard speaking enthusiastically about their enjoyment of the books they were reading and their favourite authors.

- 3.6 Pupils of all ages achieve high academic levels in their time at school, as they respond positively to the broad curriculum and the high expectations of teachers. Almost all children in the Early Years Foundation Stage (EYFS) achieve the expected levels in attainment, with a majority attaining well above national age-related expectations by the end of their Reception year. By the time they leave the school, a majority of older pupils gain a wide range of scholarships to their chosen senior schools. The school does not enter pupils for national curriculum tests but, on the evidence available from the school's use of standardised data, pupils' books and lesson observations, pupil attainment is well above national age-related expectations. Pupil progress during the recent Covid-19 restrictions has been excellent due to the high-quality provision for remote learning. Pre-inspection questionnaire responses from parents support this view; an overwhelming majority of parents agreed that the range of subjects, including any online learning, was suitable for their child and most agreed that teaching, including any online provision, enabled their child to make progress. Pupils make excellent progress during lessons. For example, as seen by younger pupils using their understanding of the properties of 2D shapes to complete repeated patterns. Older pupils applied their knowledge of WWI poetry to discuss effectively the futility and horror of war. School leaders and governors contribute to the success of the pupils by creating an ethos and focus which constantly encourage pupils to always aim high, a key element of the school's aims.
- 3.7 Pupils develop excellent knowledge, understanding and skills across most areas of learning. This is supported by the pupil response to the questionnaire where most pupils agreed that their skills and knowledge improve in most lessons. Nursery and pre-school children show curiosity, imagination and independence, due to the quality of support they receive from adults and the resources made available to them. Work scrutiny showed how younger pupils effectively used their knowledge to identify what they wanted to learn next. Older pupils used their past knowledge and skills to develop their understanding of complex character relationships in an English literature lesson. In a Year 5 physical education lesson, pupils made rapid progress in their swimming as they progressed from developing their technique with a float, to a competitive swim using hip kicks and strong arm pulls. Activities and clubs contribute effectively to the development of pupils' knowledge, understanding and skills. In a Year 3 to 5 craft club pupils developed good skills in technical drawing as they placed letters evenly on the paper and inserted lines to indicate the vanishing point. Apart from some aspects of the relationships and sex education, pupils' skills, knowledge and understanding develop to high levels across the curriculum. This is because, in response to the recommendation from the previous inspection, the monitoring of teaching by senior leaders and managers ensures lessons are well-planned and build effectively on past experiences.
- 3.8 Pupils develop strong numeracy skills. Reception children gain confidence and competence in handling shape, using mathematical language effectively to describe how they used triangles, squares, cylinders and cuboids to construct a junk model castle. Year 4 pupils of all abilities related fractions to shapes and the number line with confidence and accuracy. With this foundation in place, pupils continue to achieve well in mathematics. This was evident in a Year 7 mathematics lesson where pupils were

observed adeptly using their prior knowledge of fractions and algebra combining them to solve complex algebraic equations, reflecting their mastery of the topic.

- 3.9 Pupils of all ages competently use a broad range of information and communication technology (ICT) and show a thorough understanding of the basic skills. Pupils in the pre-prep demonstrated age-appropriate skills to use proprietorial software to consolidate their knowledge of the four rules and number. Year 6 demonstrated good levels of skills and understanding when using Raspberry Pis in a computing lesson, using technical language when programming the device, and making good hypotheses related to determining what may happen if they removed the semi-colon from the coding. Older pupils showed effective ICT skills when logging on for a remote lesson, responding to marking and moving efficiently between programmes to utilise the time effectively. During discussions, pupils spoke confidently about using ICT and believe they have good skills and enjoy coding.
- 3.10 Pupils throughout the school have highly developed study skills relative to their ages. Pupils learn to think for themselves because, in most lessons observed, teachers used well-chosen challenging tasks which encouraged pupils to think deeply about issues. For example, Year 2 used their strong hypothesising skills when considering the impact of different surfaces on a car as part of a science experiment. Year 4 were able to analyse a text effectively using skills of inference and deduction to determine the good and bad experiences of the characters. In a personal, social, health and economic education (PSHE) lesson older pupils maturely analysed the range of emotions felt when facing challenges and how those emotions change once a challenge is overcome. However, in some lessons, pupils have insufficient opportunities to employ the full range of their independent study skills because teaching is overly didactic.
- 3.11 Pupils of all ages have positive attitudes to learning. They are focused and show a strong desire to succeed and apply themselves with determination and enthusiasm. Reception children settled to their tasks without fuss and worked well alongside each other as they focused intently on a mathematics task making a *five* with playdough. In a Year 5 art lesson, pupils were fully engaged, listening attentively and working purposefully on creating a poster of the school values in the style of Matisse. Pupils are keen to learn with a thirst for knowledge and make the most of the opportunities available to them to work both independently and collaboratively. Pupils in Year 6 made rapid progress in a French lesson while collaborating on developing sentences using adjectives to talk about relationships with their parents. All work scrutinised was neatly presented and well organised.
- 3.12 Pupils are highly successful in their achievements beyond the classroom as they benefit from an excellent range of creative and physical pursuits. During discussions, pupils spoke enthusiastically about the range of activities on offer, from musical activities and cooking to chess and working on the allotments, all of which make a significant contribution to their learning. Pupils demonstrate excellent creative skills in a range of artistic, musical and drama activities. They reach high levels in individual external music examinations and many pupils enjoy considerable success in speech and drama examinations and school drama productions. The school's inclusive ethos ensures that all pupils are able to develop excellent levels of physical skills for their ages. Pupils flourish in a wide range of sports and a number of the teams are successful in competition. For example, girls' football, hockey and members of the athletics and swimming teams, have gained national success in prep school competitions. A significant number of pupils represent the county in cricket and rugby while others have achieved individual successes in taekwondo and skiing at national level.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate excellent levels of decision-making capability as they have many opportunities to make their own decisions, such as when choosing from the wide range of activities available or electing to stand for a leadership post such as being the class representative on the school council. Children in nursery and pre-school select freely from the range of resources and activities available to them when

they first arrive, while those in Reception are proficient at making independent decisions in their choice of activity such as junk modelling, playing with trains or running the weather station. In discussions with older pupils, they spoke enthusiastically about the choice they had to make about whether to go on a survival trip to Scotland. Younger pupils spoke about how they had to choose four things that would make them the best version of themselves, while Year 3 spoke about choosing from the options available at lunch time. Pupils are involved in the decision-making process for their next schools. Pupil's confidence and ability to make good decisions is underpinned by the school's ethos of encouragement and challenge within a supportive environment, and by the good quality of relationships between pupils and adults.

- 3.15 Pupils have an excellent moral understanding and respect for systems and rules of law and have high levels of self-awareness. Year 4 pupils, in a religious studies lesson, displayed good moral understanding when considering the basis of righteousness and the consequences of their actions. Older pupils in Year 7, displayed excellent understanding and rationale for their opinions on ethical issues, for example, whether athletes should be allowed to use performance enhancing drugs. Pupils have a clear understanding of right and wrong and are strongly committed to the school's rules and values of be kind and treat others as you wish to be treated. These permeate the school because the senior leadership and management successfully and regularly instil these aims and values through assemblies and other activities. Pupils develop a clear concept as to why rules should be followed in schools and other communities and they respond positively to a range of initiatives, such as the class charter and mood meter, that allow them to regulate their own behaviour and develop personal responsibility. As such pupils are clearly able to distinguish right from wrong and show a keen sense of fair play.
- 3.16 As they progress up the school, pupils develop a positive sense of self-esteem and self-confidence through the supportive community that also encourages self-reflection. Pupils develop excellent relationships with adults and with each other because staff model such relationships and the school's pastoral care system supports them. This is recognised by the parents, the vast majority of whom agree that the school helps their children to be confident and independent. Pupils are generally well prepared for the next stage of their lives, which is supported by a very large majority of the oldest pupils who said they felt well prepared for the next stage of their education. However, not all aspects of relationships and sex education are appropriately taught, which limits their preparation for future life in this particular area. Pupils have high levels of self-awareness and understanding, for example, Year 1 pupils in a literacy lesson, displayed excellent self-knowledge when considering how they would like others to perceive them. Older pupils in a PSHE lesson showed an excellent understanding of the qualities needed to overcome challenges that they may face, including perseverance, independence, resilience and a strong mindset. Praise and encouragement are used to great effect and have a clear impact on pupil self-esteem and self-confidence and reflect the school aims.
- 3.17 The pupils develop an excellent understanding and appreciation of the non-material aspects of life. During discussions with inspectors, pupils expressed how much they enjoyed the woodland and the allotments. Younger pupils appreciate the opportunity to eat the vegetables they grow and tend, in their allotments, while others said how much they enjoy learning new skills in outdoor education lessons. Pupils in a Year 3 science lesson enjoyed a moment of amazement when a pupil squealed with delight as the pupil in their partner's eye dilated when going from dark to light, and in a Year 5 art lesson, pupils responded to the calming influence of music to overcome the frustration of using a metre long paintbrush when creating high quality abstract paintings. Pupils' spiritual understanding is strong with the Christian ethos of the school clearly seen in all aspects of school life. Year 1 books demonstrated good empathy when writing prayers for peace and an excellent spiritual awareness in their poems, as they reflected on Remembrance Day.
- 3.18 Pupils are well developed socially. Pupils of all ages interact well with staff and peers and work effectively in collaboration with others when the opportunity arises. For example, younger children showed excellent collaboration skills as they reviewed and supported one another's learning during a

*Plan, Do, Review* session. In pupil interviews, the oldest pupils said how on their survival trip to Scotland they needed to work closely with others, regardless of any friendship groups. Pupils in Year 5 worked effectively in groups in a problem-solving exercise involving a four-step process to separate a mixture. They acquire good social skills through opportunities the school provides to engage with others in joint ventures, as was seen in a school council meeting at which the pupils worked effectively together discussing ideas put forward by the delegates to reach a consensus. Almost all parents agree that the school helps their children to develop strong teamwork and social skills.

- 3.19 Pupils make good contributions to the lives of others, through charitable work and the opportunities available for them to take on leadership roles. Older pupils enjoy supporting younger pupils through duties; being in the 'paper police' as they ensure used paper is collected and recycled, or enjoying opportunities to raise monies for different charities such as the local foodbank. Pupils proactively seek opportunities to organise fund raisers and are supported in their efforts by the school. During the Covid-19 lockdown, some pupils in Year 5 set themselves a challenge to raise money for the local NHS charity by running, cycling and horse riding. Older pupils reflected effectively on their aims and their future contribution to the local and global community.
- 3.20 Throughout the school pupils have a good understanding of issues relating to tolerance, respect and acceptance of others. In interviews, pupils commented upon how inclusive the school is and how quickly new pupils become a part of the community. Pupils appreciate and have a good knowledge of other faiths and cultures because of the many opportunities through assemblies and the curriculum they have to hear and learn about them. A vast majority of parents who responded to the pre-inspection questionnaire agreed that the school actively promotes values of democracy, respect and tolerance. Pupils show a strong knowledge of fundamental British values, which are developed through assemblies and the PSHE programme. During discussions, pupils showed a good understanding of diversity and spoke about how a recent talk on racism had deepened their understanding on some of the issues.
- 3.21 Pupils of all ages are highly aware of how to keep safe and healthy. They understand the benefits of physical activity, enjoy participating in an excellent range of sports both in the curricular and co-curricular programme and appreciate the importance of a healthy lifestyle. For example, Year 3 pupils showed a good understanding of the importance of keeping their eyes safe during a science lesson about the retina. All pupils understand the importance of e-safety and commented to inspectors that the school often discusses e-safety issues with outside agencies. For example, the police come in to talk about the dangers online. Pupils are aware of the potential hazards on the school site, although some older pupils feel that a few rules could be adapted for them, but they know why sensible rules are in place to ensure the safety of all pupils and ages. Pupils have a good understanding of mental health issues and spoke positively about the *Art Hub*, a space to be able to go to if you would like space or some support. The school's focus on supporting pupils' development of emotional awareness, by encouraging pupils to acknowledge their feelings and use of class charters, is evident throughout the school. Year 4 books showed a good level of emotional awareness and the importance of well-being when considering how they may feel during and after an earthquake. The oldest pupils in a PSHE lesson displayed high levels of empathy when discussing how to help someone who may be struggling with their mental health.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with chair of governors, 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. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Timothy Cannell	Reporting inspector
Mrs Annette Nightingale	Compliance team inspector (Senior Teacher, IAPS school)
Mrs Alexia Bolton	Team inspector (Head, IAPS school)