

Focused Compliance and Educational Quality Inspection Reports

Dame Allan's Junior School

November 2019



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School's Details

School	Dame Allan's Junior School			
DfE number	391/6009			
Registered charity number	1084965			
Address	Dame Allan's Junior School Hunter's Road Spital Tongues Newcastle upon Tyne Tyne and Wear NE2 4NG			
Telephone number	0191 2246770			
Email address	enquiries@dameallans.co.uk			
Headmaster	Mr Geoffrey Laidler			
Chair of governors	Mr Brian Adcock			
Age range	3 to 11			
Number of pupils on roll	302			
	EYFS	55	Juniors	247
Inspection dates	19 to 21 November 2019			

1. Background Information

About the school

- 1.1 Dame Allan's Junior School is an independent co-educational day school for pupils aged between 3 and 11 years. Established in 1705, the school is part of the Dame Allan's Schools Anglican Foundation, which is a charity and a company limited by guarantee, whose trustees and directors are the governors of the school. The school is part of the Dame Allan's family of schools which comprises separate boys' and girls' senior schools and a sixth form which are situated approximately one mile away.
- 1.2 Since the previous inspection, a new headmaster was appointed in September 2018.

What the school seeks to do

- 1.3 The school aims to provide education for pupils from all cultures and backgrounds, within a supportive environment in which they can make best use of their abilities. The school seeks to establish and maintain high moral standards, to provide opportunities to develop academic, sporting and artistic talents, and to create a community in which all pupils care for each other as in a family.

About the pupils

- 1.4 Pupils come from a range of professional backgrounds, mostly from the city of Newcastle upon Tyne and the surrounding district. The school's own assessment indicates that the ability of pupils is above average. The school has identified 21 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 14 of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 17 pupils, none of whom require additional support. Pupils identified by the school as being the most able in its population have the curriculum modified for them, and additional activities are available for those with special talents in the arts and sport.

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 In the junior school, 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. 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.

2.14 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.

Key findings

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

- Throughout the school, pupils' progress is rapid.
- Pupils' skills, knowledge and understanding are well developed and applied successfully across the curriculum.
- Pupils have excellent communication skills. They are articulate and confident speakers, listening and responding maturely.
- Pupils are hardworking and resilient; they have very positive attitudes to learning and work effectively both collaboratively and independently.
- Pupils do not consistently develop effective higher order thinking skills in all year groups.

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

- Pupils make an excellent contribution to the school and the wider community.
- Pupils' social development is excellent and relationships with each other are warm and positive.
- Pupils' moral understanding is highly developed, their behaviour is excellent, and they show an empathetic understanding of, and respect for, other cultures.
- Pupils' spiritual understanding is less well developed.

Recommendations

3.3 In the context of the excellent outcomes, the school may wish to consider making the following improvements:

- Enable pupils in all year groups to acquire more effective higher order thinking skills.
- Enable pupils to deepen their spiritual understanding.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Evidence from lesson observations, pupils' work, and the school's own assessment data shows attainment to be above average in relation to national age-related expectations. In the Early Years Foundations Stage (EYFS), all children make very good progress in relation to their age and development. By the end of Reception, the majority are exceeding many of the Early Learning Goals. This excellent progress continues throughout the school, as for example, in a geography lesson where older pupils quickly assimilated the concept of river erosion and its associated features, while younger pupils swiftly learned their farmyard animal vocabulary. Pupils are aided in their learning by excellent teaching. Lessons are well planned, encompass a variety of techniques and are tailored to the needs of the pupils. Almost all parents and pupils responding to the questionnaire agreed that teaching enables pupils to learn and make good progress. The most able pupils respond enthusiastically to the extra challenges provided both within lessons and academic clubs and societies, achieving more and more. Pupils with special educational needs and/or disabilities (SEND) or English as an additional Language (EAL) make equally good progress. They are aided in their learning by specialist support if needed, and by teachers who know their pupils well and provide appropriate help and guidance. Governors and senior leaders contribute to the pupils' excellent achievement by having high expectations and rigorously monitoring standards of teaching throughout the school. They also plan strategically for continual school improvement and invest very effectively in specialist staff, excellent resources and facilities. Almost all parents who responded to the pre-inspection questionnaire commented that they are very pleased with the range of subjects provided.
- 3.6 Pupils develop excellent levels of knowledge, skills and understanding across all subjects. Teachers have strong subject knowledge and constantly assess pupils' learning to enable them to plan and teach lessons which deepen pupils' understanding. Pupils' skills, knowledge and understanding are further developed by having some of their lessons in the senior school with specialist subject teachers. Peer assessment which identifies items for praise as well as suggesting areas for improvement is valued by all pupils. In the best lessons well chosen, challenging exercises and probing questions encourage pupils to think deeply about issues, as was seen in a history lesson where pupils could evaluate the strengths and weaknesses of primary and secondary source material. The rate of pupils' progress is enhanced by tracking and monitoring systems that enable teachers to give individual guidance on the next stages of their learning. Marking includes helpful comments and pupils said they valued the detailed oral feedback provided by teachers: they feel that this support and encouragement helps them to progress and achieve highly. Throughout the school, pupils show a good understanding of their previous learning, for example where pupils used the measuring skills learned in maths to collect physical data about their peers during a PE lesson.

- 3.7 Pupils demonstrate excellent communication skills: they are confident and articulate speakers, listen well and write fluently in a range of styles. Pupils become adept in public speaking because of the many opportunities made available to them to do so, for example in charring meetings such as the eco club, or school council, and in drama lessons, as well as discussion in class. In the annual verse-speaking competition, every pupil recites their chosen poem to their classmates and the class winners then present their work to the whole school in assembly. Pupils frequently demonstrate a mature ability to identify the subtle approaches needed in discussion and negotiation, and skilfully compromise in finding a common solution, as was seen in a reception class where children worked together to act out the procedures to follow should they be caught in a house fire, such as keeping low under the smoke. Pupils use technical language fluently in all subjects, whether it be the youngest children knowing the correct names for horse chestnut trees, or senior pupils knowing and accurately using terms such as condensation and precipitation during their study of the hydrological cycle. Pupils develop excellent reading skills and are supported in this by the guided reading project and the frequent opportunities they have to read. Pupils make good use of the library, both for lessons and for individual reading for pleasure, and their literacy skills increase as a result. The majority of pupils write in an imaginative, powerful and accurate style. Reception children described beech nuts as 'crowds watching us' and likened leaves to waves as they moved in the wind. Older pupils used fronted adverbials and strong verbs extremely well to add interest and atmosphere to their rewriting of a playscript. The oldest pupils used sophisticated literary devices such as metaphor, onomatopoeia and alliteration with practised ease.
- 3.8 Pupils are proficient in their mathematical skills and knowledge and understanding. Children in the EYFS competently count beyond 10, add subtract and recognise written numbers, and confidently work out the date using 10s and units. Older pupils can manipulate calculations successfully and handle data effectively, carrying out the required operations accurately. In a junior mathematics lesson, pupils could divide by 10 and 100 and used terms such as inverse when solving division questions. In a senior lesson on algebra, almost all pupils quickly grasped the concept of two-step functions and could rapidly and accurately compute answers to problems. Younger pupils can explain addition, subtraction and equals symbols clearly, and use these to solve simple number equations successfully. Pupils benefit from an appropriately high degree of challenge, which stretches and develops their mathematical thinking. A number of pupils enter external mathematics competitions and have enjoyed considerable success in recent years with many gaining gold medals. Pupils apply numeracy competently in other subjects, for example measuring height and arm span in science. They are also comfortable using their mathematics skills in real world scenarios, such as when managing the budget for the Year 6 leavers' party.
- 3.9 Pupils of all ages are competent users of information and communication technology (ICT) and make good use of research, presentation and data-handling skills to enhance their performance in other areas of their learning. They are also proficient with other specific computing skills, such as coding. Younger pupils used software to enhance their Kandinsky inspired paintings, while senior pupils used laptops to research waterfalls. Year 6 pupils were confidently entering data into spreadsheets before using software to convert this data into graphs and charts. Governors and school leaders enhance the accessibility of digital technology successfully through provision of equipment, expertise and a range of ICT-based clubs.
- 3.10 In many lessons pupils are encouraged to think for themselves and hence they become skilfully analytical in their approach and develop higher order thinking skills. This was seen throughout the school, including a reception class working logically to solve a problem in their outdoor learning environment, and in chess club where pupils worked through a scenario with a teacher and then tried to predict likely moves by an opponent. However, at times, pupils are given less opportunity to freely explore and draw on a range of resources to hypothesise and analyse, as the framework for their activities is more rigidly structured. In several lessons pupils were not challenged by probing or open-ended questioning, and as a result their higher order thinking skills developed less well.

- 3.11 Pupils are successful in an extensive range of creative and physical pursuits and are supported in their achievements by the wide-ranging extra-curricular programme, very good sports facilities, excellent teaching and specialist sports coaching which leaders and governors have provided. Teachers' initiatives, encouragement and challenge empower this achievement through enrichment activities. Pupils are successful in individual external music examinations. Drama is an important part of school life with many pupils enjoying success in speech and drama exams and in school plays. School teams of all ages are successful in a variety of local and national competitions, and exceptionally talented pupils represent national, regional and county teams in a range of sports, including hockey, netball, cricket, and rugby. Teams have also won awards in a variety of more academic pursuits, such as mathematics challenges and chess tournaments. Pupils are successful in their entry examinations to senior schools and a significant number gain scholarship awards.
- 3.12 Attitudes to learning are excellent. Pupils are highly competent, independent learners with the maturity to listen to others, as well as the confidence to propose their own ideas. Teaching encourages independence and promotes self-confidence which allows pupils to take their own initiative. For example, in a junior art lesson pupils were happy to experiment and draft, while senior pupils exhibited a high level of confidence and enjoyment when discussing possible outcomes when crossbreeding animals. Pupils are curious and willing to learn new skills, and not afraid to take risks; they recognise that making mistakes is part of the learning process. Pupils are resilient and confident in the classroom, approaching every task willingly and with high degrees of motivation. Pupils demonstrate leadership in their learning, for example when selecting which challenge to attempt within the virtual learning environment. In lessons, pupils were keen to participate and extend their knowledge further, helped by teaching that was characterised by lively delivery, fast pace and, in the best lessons, the posing of challenging questions.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are self-aware and demonstrate high levels of confidence, self-discipline and resilience. This is recognised by parents, almost all of whom agree that the school helps their children to be confident and independent. Pupils greatly enjoy receiving 'dojos' and house points for achievement and good behaviour. Pupils develop resilience from a young age as they are guided through increasingly challenging curricular and extra-curricular activities. For example, older pupils initially found calculating cubed numbers difficult but through perseverance had gained a good grasp of the concept by the end of the lesson. The school promotes an environment in which errors are seen as part of the learning process; this enables pupils to feel free to try something without fear of failure. All pupils have an excellent understanding of how to improve their own learning and are aided in this by the high quality marking of their work and helpful oral feedback from their teachers. Peer assessment is very well developed, with pupils taught how to assess the work of others making comments in coloured ink – 'pink for think'. Pupils readily embrace and seek opportunities to self-assess their work and reflect on, and improve, their own performance and understanding, as was seen in English essays where pupils responded in writing to suggestions from their peers as to how they could improve their work. In response to the questionnaire, most pupils acknowledged that the school helps them to be confident and independent. SEND and EAL pupils develop their self-confidence equally well and are aided in this by learning support staff working closely with teachers to support pupils and agree targets for academic progress and self-management. The excellent level of pastoral care ensures that pupils grow in both self-confidence and self-esteem and so develop into resilient young adults, ready for the next stage in their lives. This view is supported by the staff, almost all of whom stated in the questionnaire that the school listens to pupils and takes any requisite action. The school is successful in meeting its aims of developing pupils' confidence and self-esteem, and almost all parents agreed that the school benefits from strong governance, leadership and management which contributes to the success of the pupils.

- 3.15 Pupils of all ages make sensible and thoughtful decisions and appreciate how these decisions can affect their futures. Pupils learn to manage their time well, for example when going to the senior school for lessons. They cope maturely with the pressures they face in a very busy school schedule, where expectations of their involvement are high. They are supported in this by the school placing great importance on promoting independence and encouraging pupils to take responsibility for their own actions. The youngest pupils decide what direction their learning and play will take by following their imagination and curiosity through selecting their own choice of activity and resources. In most lessons, pupils were seen to be given opportunities for decision making, for example choosing which character to write about in English or selecting the level of difficulty in a task. Throughout the school pupils make mature decisions, for example deciding which activities to attend and what food to select at lunch.
- 3.16 Pupils develop their spiritual awareness as they move through the school. They are supported in their spiritual development by a strong religious education and personal, social and health education (PSHE) programme. Pupils have a good understanding of the world's major religions and have opportunities to visit mosques, temples and other places of worship. Pupils show strong appreciation of the natural world and the environment in many of their voluntary activities such as eco club and gardening. However, pupils are not routinely exposed to the aesthetics of art or music, and opportunities for reflection and time to consider the value of non-material things in life are limited. Consequently, their spiritual understanding is less well developed.
- 3.17 Pupils are highly self-disciplined, and their personal development is characterised by excellent standards of behaviour and respect, both for each other and for their teachers. They have a clear understanding of right and wrong and take responsibility for their own behaviour. Almost all pupils and parents believe that the school actively promotes and expects good behaviour. Pupils are polite and well-mannered; they support and understand the school rules and behaviour policy. Pupils' strong moral and social attitudes are rooted in the ethos of the school and fulfil its aim of providing a safe, secure and happy environment within which all can thrive. Year 6 pupils understand their positions of responsibility well; they are positive role models and excellent ambassadors for the school.
- 3.18 Pupils enjoy taking on roles and responsibilities and make a very positive contribution to the school community. The youngest pupils in the nursery learn to share, and all pupils were observed mixing naturally together in all of their games, regardless of gender or ethnicity. They willingly volunteer for a wide range of practical roles within the school, including prefects, mentors of younger pupils in the junior school, co-ordinators for charity work, and sports captains. The 'SMART' school council enables pupils across the school to be actively involved in making decisions that can benefit themselves and others. Pupils show a mature understanding of how they can help those less fortunate than themselves. They do much charity work, raising funds and providing practical support for a range of local and national causes. Examples of such support includes sponsoring and designing three 'Elmer' sculptures in support of a local hospice, and raising funds for a foundation which provides medical equipment, toys and educational aids for babies in a local children's hospital. These opportunities provide pupils with the chance to contribute to the lives of others beyond the school and have helped the pupils to be successful in their own personal development.

- 3.19 Pupils' social awareness is excellent, and this helps to create an extremely harmonious and engaging community. They collaborate well in every aspect of school life, both in lessons and elsewhere, and acquire excellent social skills through the many opportunities the school provides to work with others, such as the eco club which aims to earn a 'green flag' award. They enjoy working together and do so effectively to achieve common goals, such as running stalls at the school fayre. Year 5 pupils said how much a residential trip to Wastwater helped them to make deeper bonds with their friends and develop their team working skills. Pupils were frequently observed supporting their peers, and the mentoring of younger pupils in the school has led to mentors' greater self-awareness of their own behaviour because they are thinking about their impact on others. In interviews, pupils spoke of a caring, supportive and happy community in which they show real, genuine concern for each other. All parents said that the school helps their child to develop strong teamwork and social skills, and an overwhelming majority of pupils agreed.
- 3.20 Pupils show excellent respect for diversity, embrace the different cultural backgrounds evident across the school, and the core values of humanity and compassion are evident when speaking to them. They show a mature and respectful understanding and appreciation of the distinctive characteristics of both their own and other people's cultures and reject prejudice and discrimination. All parents, and almost all pupils, agreed that the school actively promotes values of democracy, respect and tolerance of other people. Pupils show an age-appropriate knowledge of fundamental British values, which are developed through a comprehensive PSHE programme.
- 3.21 All pupils show a good understanding of healthy living. The youngest children could talk about the importance of washing hands and eating healthily. Discussions with pupils reveal that they are aware of the importance of good nutrition and, as well as healthy hot meals, they take advantage of the variety of salad options and fresh fruit at every mealtime. Food and nutrition lessons contribute to pupils' understanding, for example by teaching about the importance of vitamins and how food should be cooked and stored. Pupils appreciate the importance of physical fitness, and make good use of the numerous outdoor play facilities as well as the more formal sports programme. The school takes pupils' safety very seriously. The school site is secure and there are suitable internet filters in place. Pupils of all ages are aware of how to stay safe both physically and online and know to inform a trusted adult if they have any concerns. The positive efforts of the school's leaders and governors provide pupils with opportunities to develop excellent habits for life and to feel happy, safe and valued.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr William Ibbetson-Price	Reporting inspector
Mrs Geraldine Yandell	Compliance team inspector (Deputy head, ISA school)
Mr Robert Lilley	Team inspector (Former head, IAPS school)