



ISI Independent
Schools
Inspectorate

Regulatory Compliance and Educational Quality Inspection Reports

Avenue House School

February 2019



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School's Details

School	Avenue House School		
DfE number	307/6075		
Address	Avenue House School 70 The Avenue Ealing London W13 8LS		
Telephone number	020 8998 9981		
Email address	school@avenuehouse.org		
Headteacher	Mr Justin Sheppard		
Proprietor	Mr David Immanuel		
Age range	4 to 11		
Number of pupils on roll	74		
	Boys	40	Girls 34
	EYFS	6	Juniors 68
Inspection dates	12 to 14 February 2019		

1. Background Information

About the school

- 1.1 Avenue House School is an independent, co-educational day school for pupils aged from four to eleven years. Founded in 1995, the school is situated in a residential area of West Ealing, London. The proprietor, supported by an advisor, oversees the school.
- 1.2 The school comprises two departments. The Early Years Foundation Stage (EYFS) is for children in Reception; the junior department is for pupils from Year 1 to Year 6. The current headteacher was appointed in September 2014. The school closed its nursery provision in August 2017.

What the school seeks to do

- 1.3 The school aims to provide a safe, secure and happy environment, in which children are encouraged to develop a lifelong love of learning. It seeks to promote academic achievement, by developing self-confidence and mindfulness, together with a sense of responsibility, through high standards of personal conduct, which are based upon respect for oneself and others, resilience and social integration between different cultures. The school endeavours to ensure that all pupils can aspire to achieve their potential and flourish.

About the pupils

- 1.4 Pupils come from the local area and have a range of social, cultural and economic backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 12 pupils as having special educational needs and/or disabilities (SEND), which include speech and language delay, dyslexia and dyspraxia. Seven of these pupils receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 9 pupils, 5 of whom receive additional support. The school has identified 15 pupils as being the most able in the school's population; the curriculum is modified for them.

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 REGULATORY 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.

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 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 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 pupils by means that pay due regard to current statutory guidance. Good behaviour is promoted; bullying is prevented so far as reasonably practicable; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required and a disability access plan is in place.
- 2.8 Not all health and safety, fire safety and risk assessment requirements are met, and an effective approach to risk assessment is not in place.
- 2.9 **The standards relating to welfare, health and safety in paragraphs 7, 9, 10, and 13-15, 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 but those in paragraphs 11 [health and safety], 12 [fire safety], and 16 [risk assessment] are not met.**

Action point 1

- **The school must ensure that relevant health and safety laws are complied with, particularly by the effective implementation of a written health and safety policy to ensure the systematic monitoring and evaluation of health and safety matters [paragraph 11].**

Action point 2

- **The school must ensure compliance with the Regulatory Reform (Fire Safety) Order 2005, in particular by ensuring that a recorded and regularly reviewed fire risk assessment is in place [paragraph 12].**

Action point 3

- **The school must ensure welfare of pupils at the school is promoted by the drawing up and effective implementation of a written risk assessment policy, and ensuring appropriate action is taken to reduce risks that are identified [paragraph 16 (a) and (b)].**

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

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

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

- 2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.
- 2.17 The standard relating to the handling of complaints [paragraph 33] is met.**

PART 8 – Quality of leadership in and management of schools

- 2.18 The proprietor 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.
- 2.19 The standard relating to leadership and management of the school in paragraphs 34 is not met.

Action point 4

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

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>
Beech	Year 1
Willow	Year 2
Oak	Year 3
Maple	Year 4
Pine	Year 5
Cedar	Year 6

Key findings

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

- All pupils, including those with SEND or EAL, achieve good standards across the curriculum.
- Pupils' speaking, listening, reading and writing skills are highly developed.
- Pupils demonstrate sound information and communication technology (ICT) skills, when they have access to appropriate technology.
- Progress for the most able pupils is slower in some lessons, where extension activities provide insufficient challenge or interest.
- Attitudes to learning are excellent throughout the school.

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

- Pupils exhibit high levels of self-esteem, confidence and resilience due to the highly supportive environment.
- Pupils respect and value diversity of society; they always demonstrate tolerance and sensitivity towards each other.
- Pupils have a clear understanding of right and wrong.
- Pupils feel safe at school and have an excellent understanding of the importance of a healthy lifestyle.

Recommendations

3.3 The school is advised to make the following improvements:

- Ensure that pupils develop strong ICT skills, through the use of appropriate technology across the curriculum.
- Ensure that the most able pupils achieve high levels of progress in all lessons.

The quality of pupils' academic and other achievements

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

3.5 In the EYFS, pupils make a strong start to their education. From their different starting points, all children, including those with SEND and EAL, make rapid progress, reaching or exceeding expected levels of development for their age. Progress continues at a good rate throughout the following years, so that pupils reach good standards across the broad and balanced curriculum. As a result, pupils regularly achieve places and scholarships in selective senior schools. The majority of pupils gain a place at their first choice school. The school does not take part in National Curriculum tests. However, evidence from lesson observations, scrutiny of pupils' books and the school's own assessment data show attainment to be above average in relation to national age-related expectations. All pupils, including those with SEND and EAL, make good progress, due to the effective interpretation and use of assessment data by leaders and teachers, who identify pupils' individual needs and ensure effective support for them. However, progress for the most able pupils does not always match that of other pupils, particularly in lessons where extension activities provide insufficient challenge or interest. The vast majority of parents and all of the pupils who responded to the pre-inspection questionnaire agreed that the school enables pupils to learn and make good progress.

- 3.6 Pupils, including those with SEND and EAL, achieve good standards across all areas of the broad curriculum, due to the effectiveness of the support provided during most lessons. For example, in a Year 2 English class, pupils demonstrated a secure understanding of similes as they selected descriptive adjectives from a carefully prepared word bank. In the EYFS, children acquire a broad range of skills and knowledge as a result of carefully prepared activities, which allow them to make discoveries and build on what they have learnt previously. Throughout the school, pupils have a good understanding of how well they are doing and what they need to do to improve. This is because they are given regular, constructive verbal and written feedback. Pupils appreciate the marking in their books and feel that this helps them to improve. Almost all pupils who responded to the questionnaire agreed that marking helped them to improve their work. Pupils' knowledge and understanding is strengthened through regular themed days which enhance the curriculum.
- 3.7 Pupils' communication and reading skills are highly developed. Such skills contribute greatly to their achievements across the curriculum. For example, older pupils gave evocative accounts of conditions during the Crimean War through fictionalised diary entries, which were based on the life of Florence Nightingale. In the EYFS, children are confident communicators, due to the safe, supportive environment, where they are given time to speak and be listened to. They also begin to acquire a secure knowledge and foundation in literacy, through systematic teaching about the relationship between letters and sounds. As they progress through the school, pupils build very effectively on these strong foundations. Pupils' speaking and listening skills are strengthened through class discussions, to which all, including those with EAL, are able to contribute. Written communication skills develop rapidly. Pupils use a wide range of descriptive vocabulary to enhance their creative and factual writing, such as a review describing the suspense and drama found in a recently-read book. Pupils, including those with SEND or EAL, read with fluency, confidence and expression, due to the many opportunities that they have to read aloud in class. Pupils also use their well-developed communication skills across the curriculum. For instance, in mathematics, younger pupils explained how they solved a Venn diagram task using accurate mathematical vocabulary to describe the characteristics of different shapes. Pupils become confident, expressive communicators, due to the many opportunities that they have to present and perform in front of their peers, as well as the wider school community, in assemblies or school plays.
- 3.8 Achievement in numeracy is very strong throughout the school, since teachers plan effectively to facilitate independent learning and provide concrete examples of mathematical concepts. For example, older pupils were able to deduce that a triangle has 180 degrees by tearing a paper triangle into three pieces and reforming it to create a straight line. In the EYFS children develop their understanding of simple mathematical concepts through practical activities, such as filling a measuring tube with water using different jugs. In a Year 3 maths lesson, pupils confidently demonstrated an understanding of adding, subtracting, multiplying and dividing whole numbers, as well as fractions, whilst they completed an end of unit assessment. Pupils with SEND make equally good mathematical progress as other pupils, since lessons are adapted to meet pupils' different needs and abilities, which allows everyone to achieve. However, similar adjustments are not always made to ensure that the most able pupils are suitably challenged.
- 3.9 Pupils demonstrate sound ICT skills, when they have adequate access to appropriate technology. In the EYFS, children use an interactive smart board with confidence, and older pupils develop and demonstrate their skills during weekly ICT lessons. Pupils demonstrate good word processing skills and, occasionally, use presentation software to good effect. Older pupils gain programming skills through *Coding Club*, and pupils in Year 5 develop touch typing skills in dedicated lessons. In discussion, pupils said that they use digital devices in French lessons, but inspectors saw limited evidence, including on classroom displays, of pupils applying their ICT skills to learning across the curriculum.

- 3.10 Throughout the school, pupils demonstrate good levels of study skills. In the EYFS, children acquire an understanding of effective learning strategies as they are encouraged to predict, experiment and reflect upon their activities. Older pupils develop effective higher order thinking skills by undertaking independent learning tasks. For example, in a science lesson, pupils were able to hypothesise and then investigate how to separate three solids. Pupils begin to theorise and analyse information, due to the effective use of open questions by staff.
- 3.11 Pupils achieve well, both academically and in wider pursuits, due to the school leadership and proprietor commitment to providing a broad curriculum, as well as a good range of extracurricular clubs and activities, as set out in the school's aims. Many students gain scholarships to selective senior schools, due to the carefully considered guidance and preparation they receive regarding choice of senior school. Six pupils achieved a Gold Award in the Primary Maths Challenge in 2018, and pupils' success in a range of sporting and artistic pursuits are actively celebrated within the school. Pupils participate in a variety of singing and dramatic performances, including an annual school play presented at a local university. Most parents agree that the school provides a suitable range of subjects and extracurricular activities.
- 3.12 All pupils, including in the EYFS and those with SEND and EAL, have very positive attitudes to learning. They are enthusiastic, independent learners, who work well on their own, in small groups, or alongside a teacher. Levels of concentration and application are high. Pupils take great care over their work. They work in an orderly fashion, checking as they go and taking great pride in their presentation. Pupils co-operate well in most lessons, particularly where activities are engaging and interactive. In these lessons, pupils are keen to participate and complete a high volume of work. In less engaging lessons, pupils contribute less, progress is slower, and a lesser volume of work is completed.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils recognise the importance of giving something new and potentially challenging a try, and understand that they can learn from their mistakes. This is because they are very thoughtfully supported by all teachers, so that they have strong self-belief and are able to face disappointment. The youngest children readily explore their environment with the freedom to try again if they don't succeed straight away. As a result, they develop resilience, self-esteem, and the self-confidence that prepares them very well for the next stage of their education. Throughout the school, pupils become increasingly self-disciplined as they are given opportunities to take on responsibility. Pupils, including those with SEND and/or EAL, accept each other as individuals and as a result feel confident, accepted and supported within the close-knit school community, characterised by the warm rapport between pupils and staff. All parents and pupils who responded to the questionnaire said that the school helped pupils to be confident and independent.
- 3.15 From the EYFS pupils understand that the decisions they make can affect their well-being. The youngest children make sensible decisions about what to wear outside, and confidently choose from suitable activities that have been carefully prepared by attentive staff, who have an excellent knowledge of their individual needs and interests. Older pupils demonstrate diplomacy and objectivity as they are given responsibility for selecting cast members for the school play. Pupils begin to understand and appreciate democratic decisions as they vote for members of the school council and see democracy in action on a trip to the Houses of Parliament. Pupils are very well prepared for the transition to senior school with time allocated preparing for interviews and developing advanced study skills, such as time management and prioritising. In discussions, older pupils spoke with confidence about the importance of selecting the right senior school, following presentations by former pupils on the schools they chose and what to expect.

- 3.16 In the EYFS, children notice and wonder at the world around them as they splash in puddles and explore during an outdoor free play session. Older pupils begin to develop a spiritual understanding and an appreciation of non-material aspects of life, as they carefully and seriously reflect on the aesthetic beauty of images of mountain ranges, accompanied by music, in an English lesson. Displays of children's art and written work show pupils' developing creativity and self-expression. Pupils listen attentively to their classmates as they discuss the beliefs and practices of different religions in the supportive environment created by staff. Pupils show high levels of spiritual understanding due to assemblies that provide time for reflection and considering the needs of others and, from Year 4, the introduction of mindfulness lessons that introduce relaxation and reflection techniques.
- 3.17 Pupils demonstrate a clear understanding of right and wrong, as shown during a personal, social, health and economic education (PSHE) lesson, when they conveyed their perspectives about breaches of agreed moral codes in discussions of current affairs. From the EYFS, pupils are polite and respectful to one another, to staff and to visitors. Behaviour throughout the school is excellent, with good manners evident at lunch time and around the school. Pupils respond positively to the class rules and expectations for high standards of good behaviour around the school. Pupils also demonstrated an awareness of and commitment to the school's values. They understand the system of rewards, relishing the chance to become star of the week, or receive a headteacher's award. They also acknowledge the need for sanctions, which they believe are usually effective in helping pupils to behave better. Pupils develop a good understanding of bullying and how to deal with it through a well-structured programme that includes an annual Anti-Bullying Week. In class discussions, pupils demonstrate a mature understanding of the need for rules and laws in the wider world, and express a very good understanding of fundamental British values, acquired through PSHE lessons and assemblies. In response to the pre-inspection questionnaire, parents and pupils were unanimous in their agreement that the school promotes and expects good behaviour.
- 3.18 Collaboration is evident in many lessons as pupils are encouraged to work with one another in mixed ability groups. Children readily support each other to achieve success, due to the deeply embedded family ethos throughout the school community. Independence, social awareness and working together to solve problems are further developed through team building activities during the annual residential trip to a mountain centre in Wales. In the EYFS, children develop and use collaborative social skills as they create and develop social scenarios in the role play areas. They learn to take turns and share. Older pupils work very well together and understand the benefits of working as a team. Pupils are kind and considerate towards others within the school community as they are encouraged, through stories and assemblies, to take care of each other, and be aware of anyone who is feeling sad or lonely.
- 3.19 Children develop a strong commitment to global and environmental issues due to the school's involvement in recycling and other ecological initiatives. They enjoy a very good range of responsibilities and in doing so make a significant contribution towards the running and spirit of the school. They begin to understand the benefits of collaboration and teamwork. School prefects and student heads of school willingly take on a range of duties throughout the year, including speaking at the Christmas Concert, Harvest Festival and Speech Day. Pupil librarians play an active part in looking after the library, recommending novels and writing book reviews. Monitors within each class take responsibility for keeping the room tidy. Pupils participate enthusiastically in the school council, which meets to discuss and suggest improvements, giving them some ownership in the development of the school. For example, they have helped to improve the play area and they have influenced some changes in the lunchtime menu.

- 3.20 Pupils contribute regularly towards the local community and wider society with very good effect, as shown by the thank you letters received following a visit to a local care home to sing for the residents. They participate in local events, such as the *Light up the Avenue Festival*, and they appreciate that they are a privileged in their education. Pupils raise money and give donations to a range of local, national and international charities, such as by collecting sleeping bags and toothbrushes for a homeless shelter. Pupils say this helps them to understand the needs of those less fortunate than themselves.
- 3.21 Pupils respect and value diversity of society and always demonstrate tolerance and sensitivity towards each other. Younger children begin to respect and value diversity through engaging stories that promote critical thinking and sensitivity to the needs of others. Throughout the school, pupils know and get on with each other extremely well, due to the proprietor's and leaders' successful inculcation of a happy family ethos and school culture that demonstrably embrace the breadth of nationalities. Pupils take great joy and pride in celebrating festivals, such as Chinese New Year, Asia Day and Diwali. They dress up, dance and eat food reflective of the celebrated day, often in the company of parents who come in to talk to the pupils about their cultures. Pupils show high levels of kindness and consideration, offering support and friendship to newcomers. Their accepting and inclusive attitudes are developed through a comprehensive PSHE programme and through assemblies and regular theme days that focus on accepting everyone as an individual. All parents and almost all pupils who responded to the questionnaire agreed that the school actively promotes values of democracy, tolerance and respect.
- 3.22 Most pupils who responded to the questionnaire, said they knew how to keep safe when online. Pupils who spoke to the inspectors expressed a strong awareness of how to stay safe and keep healthy, including while online, and said that they feel safe and secure at school. All pupils who responded to the questionnaire said they knew who to keep safe when online. Pupils understand the importance of not revealing personal information due to the guidance they receive in ICT and PSHE lessons. Pupils are well aware of dangers of traffic, as was seen by their care when crossing the road to the sports hall. They have an excellent understanding of the benefits of keeping active, developed through regular swimming lessons that are strongly promoted throughout the school. Younger children expressed an understanding of healthy food and a balanced diet, including avoiding too much sugar, while selecting ingredients when making bread. Older pupils have a very positive attitude to mental health as a result of the *Mindfulness* classes introduced in Year 4, which strengthen pupils' ability to take care of their own emotional well-being.

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 proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. 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 Chris Manville	Reporting inspector
Dr Alison Primrose	Accompanying Inspector
Mrs Diane Durrant	Compliance team inspector (Former head, SofH school)
Mr Marcus Gunn	Team inspector (Head, IAPS school)