



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Lyonsdown School

June 2019



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School's Details

School	Lyonsdown School			
DfE number	302/6006			
Registered charity number	312591			
Address	Lyonsdown School 3 Richmond Road New Barnet Hertfordshire EN5 1SA			
Telephone number	020 8449 0225			
Email address	enquiries@lyonsdownschool.co.uk			
Headmaster	Mr Christopher Hammond			
Chair of governors	Ms Andrea Morley			
Age range	3 to 11			
Number of pupils on roll	180			
	Boys	14	Girls	166
	EYFS	48	Juniors	132
Inspection dates	18 to 20 June 2019			

1. Background Information

About the school

- 1.1 Lyonsdown School is a co-educational day school educating girls from the ages of three to eleven and boys from the ages of three to seven. It is beginning the transition to all girls' education by September 2022 by enrolling girls only to the Nursery in September 2019. The school is located in Barnet in north London. It was founded in 1906 and became a charitable trust administered by a board of governors in 1973. Since the previous inspection, a new headmaster took up post in September 2017, there have been substantial changes to membership of the governing body, and the school has embarked on a major facilities development plan.

What the school seeks to do

- 1.2 The school aims to provide a happy and secure environment where children can thrive and achieve personal excellence through a broad curriculum and personalised learning. It seeks to enable them to discover their abilities and secure places in schools best suited to their needs. It aspires to develop independent thinking and an ability to express thoughts, feelings and opinions and to develop personal values. The school aims to be inclusive and respectful of the unique value of each individual and to encourage pupils to take part in the family life of the school and the wider world as confident and caring individuals.

About the pupils

- 1.3 Pupils come from families with professional and business parents, reflecting the population of 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 21 pupils as having special educational needs and/or disabilities (SEND), which include a range of mild to moderate learning difficulties such as dyslexia and dyscalculia, all of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for 42 pupils, 8 of whom receive additional support. The school uses data and other sources of information to identify those pupils who are the most able in the school's population. The curriculum is modified for them, and pupils with special talents in sport, music, art, drama and chess are entered into external competitions and festivals.

2. Regulatory Compliance Inspection

Preface

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

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

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

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

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

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

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

Key findings

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

PART 1 – Quality of education provided

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

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

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

PART 6 – Provision of information

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

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

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

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

3. Educational Quality Inspection

Preface

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

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

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

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

- Pupils make good progress; their attainment in English and mathematics is high so that they are successful in gaining entry to their senior school of choice.
- Pupils achieve well in a range of other subjects such as computing, art and physical education.
- When teaching is overly teacher-led and insufficiently tailored to individual needs, pupils' progress is not maximised.
- Pupils' achievements are supported by their exemplary attitudes towards learning and desire to do well.

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

- Pupils have high levels of self-knowledge, promoted strongly through their commitment to the *Lyonsdown Learning* habits.
- Pupils demonstrate very inclusive values and high levels of respect for those of differing backgrounds.
- Pupils are very tolerant, patient and kind towards one another.
- Pupils have a strong moral sense and, as a result, their behaviour is excellent.

Recommendations

3.3 The school is advised to make the following improvements:

- Ensure that learning activities are consistently adapted to meet the needs of pupils across the whole range of ability.
- Promote greater use of teaching strategies that engage the pupils in active learning, deepen their understanding and enable them to use independent learning skills.

The quality of pupils' academic and other achievements

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

3.5 From a young age, children learn to listen carefully and, as they grow older, show respect for one another's opinions and ideas. Most pupils are highly articulate for their age. They use a wide vocabulary and support their views with well-reasoned argument since they are encouraged to ask, as well as answer, questions. They are confident speakers such as in assembly, when acting in drama productions and in debating. Children in the Early Years Foundation Stage (EYFS) communicate well with adults and peers and, through enjoying alphabet games, gain an excellent foundation for reading and writing, so that some read fluently by the end of Reception. Across the school, pupils demonstrate high standards of literacy and as they grow older they develop strong inferential and deductive skills of comprehension. Younger pupils develop a secure technical foundation of the sounds that letters make, spelling and punctuation, which strongly contributes to excellent writing skills displayed in a range of genres, including excellent descriptive writing and poetry and stories which are highly imaginative. High expectations from staff, the setting of clear learning objectives and helpful marking strongly underpin pupils' good progress. The progress of pupils with SEND is enhanced by the excellent help they receive in class from assistant staff who anticipate their needs and discreetly support them as necessary.

- 3.6 Pupils demonstrate strong mathematical ability, particularly in calculations, since a firm foundation of understanding is laid in the earlier years. Children in the Nursery can count to 20 since opportunities for counting are built into their daily routine through activities such as number games, water play and cooking. The more able children are beginning to use symbols for basic addition. By the end of the EYFS, children are confidently using number bonds to ten and some are handling numbers to 100. Due to well-targeted questioning from staff, older pupils are able to describe their methodology as seen in Year 3 where they explained how to multiply by 10 and 100 and how this links with place value. Understanding is secured through practical investigation such as when Year 6 pupils were able to hypothesise, leading to the most able independently recognising the rule of Pythagoras' Theorem. Pupils told inspectors that they highly value this investigative approach. They are able to apply their skills in geography and science, for example when using coordinates and inserting and interpreting data from graphs.
- 3.7 Well-planned lessons, good teacher subject knowledge and enthusiastic delivery lead to a high degree of confidence and competency by pupils in information and communication technology (ICT). The leadership has ensured a wide provision of resources to support this area of learning. As a result of this provision, children in Reception begin to be familiar with early coding and confidently use applications on electronic whiteboards and programmable toys. Pupils in Year 2 show well developed computational thinking and use their reasoning and problem solving skills to complete challenges, since teaching takes each pupil's ability into account when offering appropriate support and challenge. Pupils develop a competent progressive understanding of algorithms and by Year 4 can debug programs and create instructions to make things move. In addition to coding, pupils develop efficiency with office and publishing applications which they use to support their learning, for example to enhance Year 6 pupils' projects on their recent visit to the Isle of Wight. Pupils are particularly successful at creating animations, such as the one created on sustainability to which all pupils contributed, including in the composition and performance of the accompanying song; this has been adopted by the Eco-School's website.
- 3.8 Standardised data indicates that pupils' attainment in English and mathematics is above average and this is confirmed by evidence from lesson observations, scrutiny of pupils' work and discussions with them. The school has a good record for its pupils gaining entry to senior schools of their choice, many of which are highly selective, and each year a number of pupils gain a scholarship. Children in the EYFS make good and, for many with EAL, rapid progress, so that over the last three years nearly all have met national age-related expectations and some have exceeded expected levels of development. Senior leaders analyse assessment data to track progress and enable targets to be set, as well as to take steps to address any implications for teaching and learning indicated. For example, the time given to English is being increased to give parity with mathematics after analysis showed slightly higher attainment for mathematics. In the pre-inspection questionnaire, a small minority of parents were not confident that their child's individual needs are addressed effectively. Inspection evidence found that pupils with SEND make generally good progress in relation to their starting points and difficulties, supported by achievable targets which are monitored regularly. Most support is within class but whilst teachers can request advice from the learning support department and have received some training to equip them to use a range of teaching strategies to meet differing pupils' needs, they do not consistently adapt work. This is particularly important in the upper school where pupils are taught by a number of specialist teachers. Pupils who join the school with EAL make rapid progress in acquiring facility with English and then perform in line with their peers.

- 3.9 In the questionnaires, all the parents and almost all the pupils expressed the view that the range of subjects is suitable. Pupils develop good knowledge across a broad curriculum and readily apply skills between subjects, for example employing their fluent literacy in empathetic writing of high quality about refugees in history and through the school's developing work on science, technology, engineering, art and mathematics (STEAM) projects. However, in some lessons which are overly teacher-directed, pupils' understanding is more superficial and their independent thinking underdeveloped since they are presented with information to learn rather than engaging in activities enabling them to reason and discover for themselves. The progress of pupils with SEND and the more able is sometimes not maximised due to pupils all being given the same learning activity. In French, children in Reception listen and respond to questions and are able to follow instructions and count to ten, whilst older pupils can compose their own sentences using correct vocabulary. Pupils develop good skills in physical education and report that they greatly enjoy sporting activities. Their artistic ability is very strong, their creativity evident in many eye-catching displays of high quality two- and three-dimensional art and craft work displayed around the school. Pupils are encouraged to sing and play instruments and their developing skills and enjoyment were clearly evident in the music assembly observed during the inspection.
- 3.10 *Lyonsdown Learning*, an initiative to develop values which will help pupils become effective learners, is well established throughout the school and pervades all work, so pupils have a good understanding of a range of useful traits, for example independence, creativity, curiosity, collaboration, perseverance and reflection. Some older pupils enjoy the creative thinking club which offers further challenge outside the curriculum. Pupils of all ages display very good reasoning ability and can make connections between subjects to reach conclusions, such as between science and geography when studying the water cycle. As they move through the school, they develop the ability to research topics and to use information to make hypotheses which help them solve problems. They also acquire useful examination technique skills. Pupils have a strong desire to solve problems for themselves and in the best classroom practice, teachers often allow pupils to reach their own conclusions rather than immediately giving explanations. This approach is facilitated and pupils' learning enhanced by posing challenging questions or presenting interesting problems and contexts. In some subjects pupils are not able to employ higher-order thinking skills due to over-use of worksheets giving closed activities which provide insufficient challenge for the more able.
- 3.11 Pupils thrive on the many opportunities they are given to discover their interests and excel in a variety of areas outside of the curriculum. They are successful in a wide range of activities ranging from winning art, digital art and computer animation prizes in national competitions, and chess, to achieving success in examinations in speech and drama and instrumental music. This year pupils have gained first place in the Hertfordshire School Fencing League and have been successful in hockey and football due to highly effective teaching and coaching. During the inspection, pupils won several events in the Barnet Schools Athletics Championships and successfully participated in the finals of a national athletics championship. Whilst pupils with particular abilities achieve at high level, the school encourages all pupils to pursue their interests such as in national essay writing competitions, local music festivals and a Shakespeare monologue competition, as well as in school performances, all of which promote pupils' sense of personal achievement.
- 3.12 Pupils' success is strongly supported by the decidedly positive attitude they bring to the classroom. They show enthusiasm and appreciation for their learning and remain calm, attentive and focused in all lessons, curious and eager to learn. They settle to work quickly, persevere, and relish opportunities to lead their own learning when these are offered. They collaborate effectively and as they grow older are able to give constructive criticism as well as receive it.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 As they grow older, pupils display well-developed self-knowledge so that they are able to articulate what they need to do to improve their own learning success. Older pupils told inspectors that this is because they are encouraged to try tasks by themselves, helped when necessary, and are taught that making a mistake is a means of learning. They are aware that examination preparation brings pressure but say that most teachers help them develop their resilience, and that topics discussed in personal, social, health, moral and citizenship education (PSHMCE) help them prepare for the move to larger senior schools. *Lyonsdown Learning* is promoted by staff and respected by pupils throughout the school as a means of improving their own performance and enabling them to feel proud of their achievements. Most parents and pupils agreed in the questionnaire that the school helps to develop self-confidence and independence. Pupils demonstrate a secure sense of belonging due to the school's strong family feel and promotion of its ethos. Pupils' well-being is supported by an efficient system for monitoring and communicating pastoral concerns and training for staff such as in how to make effective use of circle time. Governors conduct regular learning walks around school, speaking to pupils about their experiences to inform their oversight of pupils' personal development and ensure the school's ethos is being upheld.
- 3.15 As they grow older, pupils become confident, clear thinkers who have a mature understanding of decision making and, in the questionnaires, a very large majority expressed the view that they are encouraged to think for themselves. The youngest children begin to make choices relating to personal risk when they go out for woodland activities such as making shelters for small animals as well as in daily learning activities in their own outside learning area. Pupils discuss their strengths and weaknesses openly and reflect on how the decisions they make affect themselves and others, their awareness promoted in PSHMCE lessons where they discuss their likes and dislikes. Discussions in debating club as well as the school's strong interest in discussing environmental issues, encourage pupils to form their own opinions. Older pupils say they make choices in their work sometimes, for example in the level of challenge in mathematics or in the book they will review, but that not all teaching regularly includes opportunities for decision making. They are confident that they learn about managing risk in PSHMCE and assert that they are gradually assuming greater independence.
- 3.16 Pupils respond to non-material aspects of life maturely. Children in Reception readily engage with their feelings, recognising how unkind behaviour can cause sadness. Pupils appreciate opportunities for quiet reflection and their ability to do this was enhanced, for example, by focusing on a candle flame in PSHMCE to meditate on how they can make other people happy or themselves a better person. Older pupils have a strong understanding that human values such as treating other people well are key to their own and others' happiness. This was expressed by them as "Always be kinder than necessary". They recognise that assemblies often carry a deeper message. In their interactions with one another, pupils show empathy and a strong desire to support each other. The leadership promotes this quality by utilising staff, visitors and pupils to share their life experiences with the school community. Pupils demonstrate their appreciation of the efforts of others on the wall of appreciation and in their generous applause, such as at the lower school music assembly where older pupils listened respectfully and appreciatively to the efforts of their younger peers. Many enjoy art, researching a wide variety of artists for inspiration before creating their own interpretations, and their strongly developed aesthetic sense is expressed in their excellent artwork.

- 3.17 The PSHMCE curriculum as well as assemblies and circle time address ethical and moral issues in a structured way so that pupils develop a strong awareness of moral dilemmas and explore ways of dealing with them. Older pupils say that they have developed an innate understanding of right and wrong due to careful teaching and modelling of expectations such as the *Golden Rules*, when they were younger. They understand the school's behaviour code, and behaviour in lessons and around the school, and their manners are exemplary. Pupils understand that there are consequences to thoughtless actions and told inspectors that whilst they learn from any sanctions given, usually a verbal reprimand is sufficient. As a result, all the parents and pupils agreed in the questionnaires that the school has high expectations for behaviour. Pupils, as they grow older, develop an informed understanding of how the law and government works, as seen when they were discussing the conservative leadership elections during form time. Pupils in Year 6 felt privileged to have undertaken a recent visit to the Houses of Parliament.
- 3.18 Pupils are friendly and display excellent social awareness. They are very keen to work cooperatively and also show strong teamwork and support for one another in group tasks. Children in Reception use talk partners eagerly and are beginning to listen and respond to one another's contributions. Pupils in Year 3 worked purposefully and enthusiastically in a place value game which exploited their natural competitiveness and maintained a brisk pace of learning. The pupils are very fair in taking turns to share their ideas. The leadership has identified the need to support pupils in their peer relationships and has initiated measures such as a friendship bench in the playground as the start of an ongoing focus in this area. Pupils appraise each other's work positively and affirm one another's efforts. Almost all the parents who responded to the questionnaire agreed that the school helps their child develop strong teamwork and social skills. Older pupils' self-confidence and social skills are effectively promoted in a residential trip where they challenge themselves in a range of outdoor pursuits such as abseiling and climbing. They told inspectors that they felt more independent and confident as a result of conquering their fears with the encouragement of their friends.
- 3.19 Pupils of all ages willingly undertake jobs within class, for instance readily responding to the teacher's request to tidy up in Nursery. As they progress through the school, these roles are formalised and pupils in Year 6 become role models for the younger children, such as when spending time supporting them in their activities or helping with productions. Senior pupils are proud of their roles of responsibility and undertake them conscientiously. They speak warmly of the eco-council which helps the school community to maintain a focus on sustainability. Other pupils are elected to represent their classes on the school council which meets regularly. While suggestions such as for additional play equipment at break time have been taken up by the leadership, some older pupils suggested that this council has a limited role in the school community. Inspection evidence concluded that the work of the school council is insufficiently promoted to ensure pupils are well-informed and aware of its impact. Children in Reception speak warmly of their visit to sing to residents in a local home for the elderly and pupils demonstrate a compassionate awareness of those in need when they regularly raise money for charity.
- 3.20 Pupils are very accepting of diverse backgrounds and enjoy learning first-hand from their friends about their cultures and faiths. They are supported in this by comprehensive teaching on different religions and their festivals, together with visits to various places of worship. Pupils are very tolerant of one another and show respect, consideration and patience with the needs and differences of their peers. Their attitudes are supported by the ethos of the school which is strongly inclusive and where respect is promoted. This was underlined when children in Reception explored the effects of being different as they role-played the story of the ugly duckling, discussing the hurt caused by ostracism, and when pupils in Year 4 responded with empathy to an account of the difficulties of arriving in England as an immigrant in the early 1960s. In the questionnaires, a very large majority of parents and pupils agreed that the school actively promotes values of democracy, respect and tolerance of other people.

3.21 Pupils develop a strong understanding of how to adopt a healthy lifestyle. They know about healthy eating, supported at lunchtime by staff who encourage them to make sensible choices, through topics such as making fruit kebabs in Year 1 and in science in Year 6. They enjoy sport, appreciating the benefit exercise has on heart health, and younger pupils enjoy activities such as yoga where they show intense concentration and develop good body control. Pupils learn at an age-appropriate level about changes at puberty and the adverse effects of alcohol and smoking. They appreciate that the introduction of worry monsters, which enable them to express anxieties in the knowledge that these will be addressed, is beneficial to their sense of well-being. They assert that they are developing their own coping strategies for managing stress, for example with 11+ examinations and puberty, through the kindly support of staff. By Year 2, pupils can describe how to use the internet safely since this is consistently reinforced in class so pupils know how to take the necessary actions to keep themselves safe. A very large majority of parents indicated in the questionnaire that the school encourages their child to adopt a healthy lifestyle, a view echoed by their children.

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 and another governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended a form period 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

Mrs Jan Preece	Reporting inspector
Mrs Rachel Edwards	Compliance team inspector (Head, IAPS school)
Mrs Mary Bradfield	Team inspector (Former headmistress, ISA school)