



ISI Independent
Schools
Inspectorate

Regulatory Compliance and Educational Quality Inspection Reports

Meoncross School

June 2021

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School's Details

School	Meoncross School			
DfE number	850/6026			
Address	Meoncross School Burnt House Lane Stubbington Fareham Hampshire PO14 2EF			
Telephone number	01329 662182			
Email address	enquiries@meoncross.co.uk			
Headmaster	Mr Mark Cripps			
Proprietor	Cognita Schools Limited			
Age range	2 to 16			
Number of pupils on roll	373			
	EYFS	51	Lower School	142
	Upper School	180		
Inspection dates	15 to 18 June 2021			

1. Background Information

About the school

- 1.1 Meoncross School is an independent co-educational day school for pupils aged between two and a half and sixteen years. Founded in 1953, the school was acquired by Cognita Schools Limited in 2004. The proprietors provide a team, led by a director of education, to fulfil the functions of governance. The school is organised in three sections: infants which includes the Early Years Foundation Stage (EYFS), juniors and seniors, also referred to as lower (infants and juniors) and upper school. The headmaster has been in post since 2018. Since the previous inspection, the school has developed agreed core values with parents, staff and pupils. These form the basis of the school's character education programme Values to Virtues. It has also developed a mission statement based around its three main aims; academic excellence, character education and global perspective.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers. During this period of closure the school provided remote learning materials for all pupils.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.4 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.5 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.6 In 2020 public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded. Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.7 The school aims to support every child to develop a life-long passion for learning and help them build self-confidence, resilience and determination necessary to achieve their full academic potential. It seeks to help children develop a better understanding, awareness and respect for different countries, cultures, beliefs and worldviews, to prepare them more effectively to take advantage of the opportunities and rise to the challenges of living in an increasingly globalised society. The objective is to nurture in each child a deep understanding and appreciation of the school's core values as a foundation for them on which to build happy, successful and fulfilling lives, and allow them to contribute positively to society in order to build a better world.

About the pupils

- 1.8 Pupils come from a range of professional or business backgrounds, mostly from families living within a 10-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly above average. The school has identified 77 pupils as having special educational needs and/or disabilities (SEND), which include attention deficit hyperactivity disorder, dyslexia, dyspraxia and autistic spectrum disorder, all of whom receive additional specialist help. One pupil has an education, health and care plan. There are no pupils for whom English is an additional language. Data used by the school have identified 11 pupils as being the most able in the school's

population, and the curriculum is adapted for them and for 33 other pupils because of their special talents in sport, art and design, music, and performing arts.

2. Regulatory Compliance Inspection

Preface

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

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

This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. 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 standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

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

Key findings

- 2.1 The school 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 lower school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 At GCSE in the years 2017 to 2019, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 Pupils receive relationships education in the lower school and relationships and sex education in the upper school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

PART 6 – Provision of information

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

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

2.19 The proprietor 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.

2.20 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.

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

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

Key findings

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

- Pupils develop good knowledge, skills and understanding across the curriculum.
- Pupils are confident and competent in their use of information and communication technology (ICT) to support their learning.
- Some pupils, including those with SEND, do not have a clear understanding of how information from assessment informs them of what they need to do to improve.
- Pupils display excellent attitudes, evident in their enthusiasm and motivation, which support their learning well.

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

- Pupils' personal development represents successful fulfilment of the school's core values.
- Pupils have a well-developed moral code based on the school's values, and are quick to perceive and challenge injustice.
- Some pupils have a limited understanding of the connection between aesthetic experience and their personal spiritual development.
- Pupils display strong social awareness and collaborate with one another successfully.

Recommendations

3.3 The school is advised to make the following improvements:

- Ensure pupil progress is maximised by strengthening the analysis and use of data, including clear target-setting for those with SEND.
- Ensure that pupils enhance their understanding of how their response to aesthetic experiences contributes towards their personal spiritual development.

The quality of the pupils' academic and other achievements

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

3.5 Across the school, pupils develop secure knowledge, understanding and skills across a broad curriculum, which the vast majority of parents in the questionnaire agreed is suitable for their child.

From the earliest years, pupils develop wide interests, in accordance with the school's aim to develop a life-long passion for learning. Their enthusiasm for learning is, in normal times, promoted by visits to places of interest, both local and further afield. These include for older pupils, language trips to Seville, Lille and Berlin. As they progress through the school pupils become intuitive and inquisitive learners. Children in Nursery enjoy refining their fine motor skills and pattern recognition as they play attentively with building and number blocks. They develop both their gross motor skills and concentration in ballet, the least confident being supported sensitively by adults. Lower school pupils recall well prior learning such as in history and geography, demonstrating a secure understanding of the context of the launching and sinking of the Titanic. Pupils relate confidently aspects of their world war two history topic to their artwork on blitz silhouettes, showing competent skills across several areas of learning. This good facility is promoted through encouragement within curricular planning to form links between subjects, which is a feature of learning throughout the school. Older pupils further develop cross-curricular skills by incorporating out-of-school experiences into their learning. Pupils say weekly activities, known as *Passport* are interesting and help them develop wider skills and knowledge. These enable them to interact and develop their abilities with older and younger peers in a varied range of activities such as problem-solving or photography in the lower school, and Ancient Greek or beach art in the upper school. Scrutiny of written work indicates that marking and feedback is regular, and the majority of pupils in the questionnaire agree that it helps them to improve. However target tracking sheets in exercise books and on electronic records for pupils in the upper school, are inconsistently completed, which reduces their usefulness to pupils.

- 3.6 Children in the EYFS progress well from their individual starting points and at the end of Reception achieve a good level of development which is well above the national average. Pupils continue to progress well in relation to their abilities and their progress in English and mathematics throughout the school is above that of pupils nationally. Staff in the lower school have access to a comprehensive range of standardised data to inform their planning and demonstrate good knowledge of individual pupils' strengths and difficulties. In 2018 and 2019, pupils' attainment in GCSE was well above national norms. Their centre-assessed grades in 2020 indicated a considerable improvement as compared to previous years. Pupils' progress and attainment is well-supported through the regular monitoring of their attitudes to learning as well as scrutiny of their work by middle and senior leaders. Older pupils are helped to improve their standards through provision of coaching clinics. As a result, in the questionnaire, a very large majority of pupils agreed that teachers know their subjects well and help them to learn. Across the school, the leadership has identified that analysis of progress and attainment through extrapolation of data for particular year groups and cohorts, is not yet systematic. Work to interrogate data to monitor progress for groups of pupils, including by gender or SEND, is at an early stage in the lower school. In the upper school, pupils are not consistently able to form a clear idea of their progress and next steps. This is because whilst some subject departments analyse and evaluate data meticulously to inform teaching strategies, this practice is inconsistent.
- 3.7 In the questionnaire, a small minority of parents did not agree that their child's individual educational needs are met effectively. Inspection evidence found that pupils with SEND, and some of their teachers, are insufficiently clear about specific areas on which to concentrate, and as a result, progress, for some, is restricted. Support in class through small group work with teaching assistants is conscientious and assists pupils' individual social and emotional needs. However planning does not focus consistently on specific, time-limited and measurable targets informed by assessment, including for those whose difficulties are at the monitoring stage.
- 3.8 Pupils develop excellent communication skills, quickly developing proficiency, due to an efficient, systematic approach to the teaching of reading and spelling. In the EYFS, many children develop strong competency with sound recognition, which they use to aid their writing. This is the result of careful attention paid to the acquisition of phonics. For example, children in Reception eagerly wrote lists of food for the spider's party, linked to their minibeast topic. They were motivated by the encouragement and high expectations of staff who exhibited genuine delight at their success. As they progress through the school, pupils become proficient in producing pieces of extended creative and

factual writing. By the time they transfer to the upper school, they generally display an enthusiasm for writing, which is often accomplished to a high standard. Pupils converse eloquently with adults and communicate their answers to teachers' questioning well. They are excited to articulate their knowledge in lessons, often contributing eagerly and without fear of making a mistake. Many display a love of reading and most are competent readers for their age. In the upper school, pupils demonstrate consistently high levels of communication and mature levels of interaction. For example, all were highly engaged in exploring dystopian fiction through reflection, both analytical and philosophical, using a variety of communication techniques. Older pupils also develop competency in modern foreign languages, showing good comprehension and speaking with expression in oral activities. Classroom performances in drama and music are of a good standard, enabling pupils to confidently communicate to an audience.

- 3.9 Pupils across the school demonstrate good progress in mathematics and competently employ numeracy skills in a range of subjects. The youngest children use vocabulary of capacity confidently and are developing a secure understanding of shape and pattern, as well as counting. This is the result of well-planned practical activities both inside and in the imaginative outside learning area. Older pupils use resources confidently to weigh and measure and, as they reach the end of the lower school, many can explain the reasoning behind their calculations. Lower school pupils use graphs and Venn diagrams proficiently to record experiments in science. In the upper school pupils demonstrate mathematical competency and apply it well in geography and chemistry.
- 3.10 From a young age, pupils are confident in using ICT, supported well by the leadership's priority for individual access to personal devices. Pupils in the lower school are adept at using software to support their learning, such as in art where some chose to undertake quite complex graphics, and in geography, when confidently using software to become familiar with Ordnance Survey symbols. They report that they have gained useful competencies since circumstances have required more online learning, and they display the necessary skills to use their devices both to support learning in class and to continue at home. Pupils in the upper school demonstrate their familiarity with technology in their capable use of various platforms, such as in geography and science where they responded on their own devices to multiple choice questions appearing on the interactive whiteboard. Pupils' success in many subject areas is due to the well-established use of ICT as a teaching medium in the curriculum.
- 3.11 Pupils develop good skills for learning as they move through the school. Younger pupils are keen to write independently and as they grow older are able to research competently due to regular opportunities in a variety of contexts. In the lower school, pupils are active participants in lessons, eagerly answering questions and taking an active role in discussions. They can organise their own work and know when to seek help, either from the teacher, learning partner or classroom display. Older pupils analyse, hypothesise and synthesise their study, through the provision of proformas which enable them to draw knowledge from a range of sources. They generally plan and organise their work effectively using a digital note-making application. More able pupils concentrate well, and their questioning often demonstrates higher-order thinking. They recall relevant information efficiently and can make links with other areas of study. This capacity was demonstrated in biology where pupils engaged shrewdly in analytical discussions to support the use or non-use of genetically modified food sources, following research using a range of sources.
- 3.12 Pupils achieve a good level of success at local, regional and national level in a range of sports including cricket, swimming, cross country and triathlon. Individual pupils have been nominated for trials for the World Football Youth Cup, represented Team GB in the world BMX championships and are nationally ranked for swimming. In the arts, pupils are successful in instrumental and musical theatre examinations, some up to diploma stage, and several pupils are members of the National Harp Choir. Older pupils have been awarded bronze and silver certificates in the UK Maths Challenge. Each year a number of pupils are successfully involved in gaining the DofE bronze award, developing a wide range of skills and contributing voluntary work in the community as a result.

- 3.13 Pupils show excellent attitudes towards learning. Their enthusiasm and confidence are evident in the EYFS where children form positive and trusting relationships with staff, playing and learning purposefully and developing excellent social skills. As they proceed through the lower school, pupils maintain a positive approach to learning, since they are encouraged to think independently and work towards common goals in class. Pupils of all ages cooperate well with staff, unafraid to ask for help or share ideas. They take personal responsibility for their learning and demonstrate a desire to complete work to a good standard. Pupils in the upper school are motivated, independent learners, supported by staff who ask open questions which encourage and motivate them. They approach group work and peer assessment constructively, as staff explain how it benefits their self-knowledge. For example, in drama they were excited to learn the outcome of a recent assessment and demonstrated keenness to improve, taking the initiative to share learning points with a small group.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is good.
- 3.15 Pupils develop a strong self-awareness, as a result of the individual support they receive in a small nurturing environment. They assert that well-being groups set up during remote learning, fostered their confidence to articulate their feelings. Staff report that many pupils have demonstrated resilience as they coped with the events of the past year, and some have flourished, becoming more independent in their learning. Some pupils, particularly the more able, display a good grasp of how to improve their learning. Pupils show self-confidence in many areas of school life and adapt well to new situations. Many upper school pupils assert that they believe themselves to be confident and that they have good self-understanding. Observations of a whole school assembly used as hustings for the student leadership group, confirmed that some pupils know themselves very well and that the school promotes this attribute successfully.
- 3.16 As they progress through the school, pupils demonstrate that they can make sensible decisions related to their learning. For example, they told inspectors that they may be better not seated by their friends in class. The school supports them with a range of strategies and learning tasks that encourage decision making. For example, younger pupils demonstrated a good ability to make decisions in their personal, social and health education topic, working in pairs to identify the correct decision as to when they should or should not take medicines. The oldest pupils understand that decision making is important to their daily and future lives, as shown in behaviours in class that are conducive to establishing a positive learning environment. Pupils cite the school values as underpinning the decisions that they make, and are able to articulate clearly what they mean. The pupils' capacity to make good decisions is facilitated by staff who ensure pupils are given time to consider the best decision, particularly when they first enter the upper school.
- 3.17 Pupils form non-biased views about the role faith and culture plays for many people, through exploration of world religions. In the lower school, older pupils were observed reflecting on, and expressing their ideas relating to God, through producing imaginative pieces of art work. This work represented a successful means of enabling them to communicate how belief systems and values relate to their spiritual experience. Pupils have a more limited appreciation of the contribution aesthetic experiences make to their spiritual well-being, though they are given good cultural and creative opportunities. Pupils show a firm appreciation of the school's core values and reflect on them with maturity, saying 'generally the core values are probably what would sum up the best person you can be and aspire to be.' They demonstrate empathy and compassion, such as when making videos and gifts for residents of local care homes or when supporting one another with revision, showing solidarity and drawing on one another's strengths. Older pupils defend the values they espouse. When looking at theories of evolution in science, they discussed maturely deep issues such as creationism.

- 3.18 Pupils have a mature moral sense. As they grow older, they generally understand and respect rules and accept responsibility for their own behaviour, including towards others, supported by the school's clear boundaries for behaviour. Their understanding is well-developed since the leadership takes decisive action to address any cases of serious misbehaviour and ensures learning opportunities arise from the situation. Pupils are able to distinguish right from wrong and understand the school's approach to rewards and sanctions. By the time they reach the upper school, they have a good understanding of some ethical issues and are unafraid of challenging injustice when they perceive it, displaying a keen sense of fair play. Pupils have a secure understanding of how their actions may impact on others and they show sensitivity for those around them. This can be seen in their interaction with peers in class and their appreciation of turn taking and listening to others in lessons.
- 3.19 Pupils of all ages show a strong ability to work effectively together towards a common goal, for example when working in groups to design a crane in design technology or in sports, where team work is key. This is because they are given many opportunities for collaborative working, such as in science and the performing arts as well as in house events, supported by staff who emphasise friendliness, fairness and tolerance. During remote learning, pupils worked effectively in teams to create a film, assigning roles and sharing their individual abilities to good effect. Pupils successfully demonstrate teamwork in many upper school *Roundabout* activities, which are a carousel of arts and technology subjects. For example, they worked purposefully in small groups, converting their computer-aided design of flat-folding furniture into real-life foam board models. As the product was developed in physical form, they collaborated well to improve the design.
- 3.20 Pupils demonstrate a positive approach to taking responsibility and supporting others. Many engage readily in activities, including fund raising for causes which have impacted their own lives, some of which are initiated by pupils themselves. For example they assist the local community in undertakings such as a litter pick, making parcels for the local food bank and in their links with care homes. When social mixing permits, pupils take part in the school council and older pupils help pupils in the lower school by reading with them. Older pupils understand the benefits to their future aspirations of making a positive contribution, such as when volunteering as part of their DofE. The oldest pupils fulfil leadership responsibilities with commitment, having first thought carefully whether they have the attributes to seek election for the role. Some recent Year 11 leavers showed a keen interest and worked purposefully with younger children, having returned to school for work experience. In so doing they demonstrated a strong commitment to helping the school community and, in turn, received the opportunity to test their potential A-level and career choices.
- 3.21 Pupils display a natural respect for one another, which leads the majority to the view that they are happy at school. In conversation with inspectors, it was clear that older pupils have a deep awareness of respect, due to the leadership's successful focus on the school's values. In the questionnaire, a small minority disagreed that pupils treat each other with respect, and expanded their views in interviews, explaining cogently the relatively few incidents when they feel this has not been shown. Pupils are generally tolerant and accepting and quick to respond should staff need to remind them to be more thoughtful. Lower school pupils talk passionately about the need to understand and support the particular needs of others, stating that you should 'never judge a book by its cover'. Pupils demonstrate a growing awareness of global citizenship, promoted in activities such as making and sharing videos with pupils in a school in Chile. Through direct communication with their peers overseas, they expanded their knowledge and challenged effectively their preconceptions about life in another part of the world.
- 3.22 Pupils of all ages are naturally active, encouraged through challenges in physical education and participation in a variety of clubs and sports involving physical fitness. Effective teaching about lifestyle choices further promotes their awareness. Many have formed the view that being outside is important to their well-being as a result of work on self-care, designed to explore how a range of activities makes them feel. Pupils have a good awareness of healthy foods, supported through the provision at lunch, of a variety of healthy meal choices. They are confident and knowledgeable about how to keep

themselves safe online, including in home learning, due to systematic teaching in ICT. In the questionnaire the vast majority of pupils agreed that school is a safe place to be and that they understand how to stay safe online. In the upper school, pupils express confidence that they know how to look after themselves and others, having learnt about mental first aid, and most say they can ask a trusted member of staff for advice and support should they or a friend need it.

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's representative, and attended an assembly. 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

Dr Pat Preedy

Accompanying inspector

Mrs Elizabeth Bailey

Compliance team inspector (Deputy head pastoral, HMC school)

Mr John Ireland

Team inspector (Head of junior school, IAPS and ISA school)

Mr James Slocombe

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