



**ISI** Independent  
Schools  
Inspectorate

## **Focused Compliance and Educational Quality Inspection Report**

**Annan School**

**February 2020**



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### School's Details

<b>School</b>	Annan School			
<b>DfE number</b>	845/6059			
<b>Address</b>	Annan School Annan Farm Lewes Road Easons Green Uckfield East Sussex TN22 5RE			
<b>Telephone number</b>	01825 841410			
<b>Email address</b>	office@annanschool.co.uk			
<b>Principals</b>	Mr Mark Hunter and Mrs Deborah Hunter			
<b>Proprietors</b>	Mr Mark Hunter and Mrs Deborah Hunter			
<b>Age range</b>	2 to 11			
<b>Number of pupils on roll</b>	88			
	<b>EYFS</b>	34	<b>Juniors</b>	54
<b>Inspection dates</b>	25 to 27 February 2020			

## 1. Background Information

### About the school

- 1.1 Annan School is a family-run school situated in Uckfield whose pedagogy is underpinned by the Froebelian philosophy of learning. The principals are members of the Froebel Practitioners Network. The school is a limited company and is managed and governed by its two directors. There are five separate classes: Kindergarten; Reception and Year 1; Year 2; Years 3 and 4; Years 5 and 6.
- 1.2 Since the previous inspection, the school has created a multi-purpose hall, an infant house to accommodate all the children in the Early Years Foundation Stage (EYFS) and infant section, and a fully equipped room for woodwork, creative activities, and design and technology. It has extended its provision to admit children from the age of two.

### What the school seeks to do

- 1.3 The school aims to educate children to believe in themselves and reach their own unique potential. It seeks to value and celebrate each child's achievements with genuine appreciation, understanding that everyone learns in different ways. The school strives to create an environment where everyone develops into confident, thoughtful learners who are happy, love learning and make outstanding progress.

### About the pupils

- 1.4 Pupils come from a range of professional backgrounds, mostly from white British families living within a 10-mile radius of the school. The school's own assessment indicates that the ability of pupils is broadly average. The school has identified 14 pupils as having a range of special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional support. Two pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for one pupil, whose needs are supported within the classroom. Data used by the school have identified some pupils as being the most able in the school's population, and 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 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. This includes details about the proprietors, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

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

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

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

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

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

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

### 3. Educational Quality Inspection

#### Preface

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

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

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

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

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

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

## Key findings

- 3.1 The quality of the pupils' academic and other achievements is good.
- Pupils are enthusiastic, engaged learners because the creative curriculum allows them to develop their interests and knowledge.
  - Pupils make excellent progress in the core subjects; progress in other areas is good.
  - Pupils are skilled and confident communicators.
  - Pupils' knowledge and understanding of the natural world around them are excellent in line with the school's Froebel philosophy and aims.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are confident and self-disciplined as a result of the nurturing environment of the school.
  - Pupils have excellent spiritual understanding, developed through the woodland teaching, 'candle time' and the personal, social, health and economic (PSHE) curriculum.
  - Pupils display a high sense of empathy and responsibility towards each other.
  - Pupils have a strong aesthetic and cultural awareness, and appreciate the world around them.

## Recommendations

- 3.3 The school is advised to make the following improvements:
- Improve the progress of the more able pupils by ensuring that the teaching in all lessons provides them with sufficient challenge.
  - Improve pupils' progress and their knowledge and understanding in science and the humanities by ensuring that these subjects are given greater emphasis.

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

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Children in the Early Years Foundation Stage (EYFS) make good progress from their individual starting points due to the high level of adult support and well-planned activities which reflect their individual needs and interests. As a result, all EYFS children, including those with SEND, achieve well so that most meet, and many exceed, the expected levels of development for their age. Older pupils continue to progress well. The school does not take part in National Curriculum tests, but evidence from lesson observations, scrutiny of pupils' work and the school's own assessment data show attainment in English and mathematics to be above national age-related expectations. The school makes good use of available assessment data to ensure pupils receive the support they need to prepare them for the next stage of their education, and all pupils succeed in gaining places at their first choice schools. All pupils and parents who responded to the pre-inspection questionnaire agree that teaching enables pupils to learn and make progress.
- 3.6 Pupils develop their knowledge, skills and understanding as well as they progress through the school, especially in the areas of linguistic, mathematical, creative and social activity. Pupils' progress in areas such as scientific knowledge and the humanities is more uneven, because there is less focus on these in the topic-based curriculum. The best lessons challenge all abilities. For example, in a junior literacy lesson, pupils collaborated to write a story, all eagerly shared ideas and were being challenged to use descriptive language to show emotions in their story, resulting in effective use of metaphors and interesting descriptive phrases. Literacy skills are well-developed with pupils demonstrating their ability to write well in a wide range of genres, from poetry, reporting, descriptive and creative writing,

to playscripts and presentations. For example, junior pupils' individual learning journeys demonstrate pupils' excellent handwriting and illustrations, and a depth of understanding and imagination, for instance in their beautiful work on illuminated manuscripts. Responding to a recommendation from the previous inspection, the school has endeavoured to extend the more able. It now identifies such pupils through careful use of its tracking system. Strategies, such as special workshops and inviting a poet in to work with some able writers, have been successful in improving their progress. Varied interesting outings for all ages throughout the year support pupils' knowledge and understanding and often lead to exciting projects such as the pupils' building of a large space-pod following a visit to the science museum. Progress in lessons, however, is more uneven. In the most successful lessons, teaching provides effective challenge often linked to pupils being able to choose the level of difficulty of a task. In other lessons, however, provision for the most able pupils is not fully embedded; the teaching imparts knowledge effectively but does not fully extend pupils' understanding or their ability to apply this knowledge in different contexts.

- 3.7 Pupils are skilled communicators, articulate and confident. They listen well to one another and eagerly volunteer their views during class discussions, showing clear expression and an ability to articulate different viewpoints. For example, in a poetry session during 'candle time', thoughtful teaching enabled pupils to use a high level of vocabulary to discuss the description of an eagle in the poem, and the imaginative teaching led to pupils contributing ideas about their own chosen animal. They listened respectfully to each other and the teacher. Pupils with SEND and EAL contribute well to class discussions because they feel confident in the safe and nurturing environment of the school. In another junior lesson, pupils developed their communication skills by talking with their partner to come up with ideas to write a collaborative story and, because the teacher gave the children time to talk about ideas, less confident, less eloquent pupils could consolidate their ideas before having to say them in front of the class. This meant that they were eager to share their individual ideas. Pupils talked happily to the inspectors whilst at lunch about their experiences at school and of their enjoyment of the freedom to express themselves and their ideas. Pupils' reading and writing skills are of a good, sometimes excellent, standard. Their writing demonstrates creativity and empathy, and great care is clearly taken in the presentation of their work. They write fluently using increasingly sophisticated language and content, because the creative curriculum enables them to appreciate imaginative concepts and ideas and their work is celebrated and given status by their teachers in line with the school's aims.
- 3.8 From the earliest years, pupils achieve high levels of numeracy and apply their mathematical knowledge confidently to problem-solving and reasoning activities across the curriculum. Pupils' mathematical skills are developed in a thorough and systematic way. In work scrutiny and lesson observations, it was evident that most pupils achieve good and some achieve excellent standards within numeracy, in line with the school's philosophy, which aims to keep mathematics as practical as possible, supporting the introduction of new concepts by enabling pupils to learn through real-life experiences. In a junior lesson, pupils had the opportunity to make cakes and use these to develop their understanding of fractions in a real-life situation. The pupils were totally engaged in the activity and eagerly made suggestions as to how to work out and ensure the blueberries and raspberries on the cakes were divided equally. Similarly, in an activity in the EYFS, children explored and developed their understanding of measuring by trying to measure the depth of the water in the sand pit using non-standard units. They were given the opportunity to look round for something they could use to measure and eventually found appropriate items, much to their delight and pride. Pupils in a junior class were observed producing accurate graphs to show different decibel measures throughout the school site and the woodland following a science topic on sound.
- 3.9 The school takes a measured approach to information and communication technology (ICT), with pupils growing in confidence and independence so that, by the upper years, they demonstrate good keyboard skills and use ICT in their studies for research, presentations, computation and film making. Children in EYFS and Years 1 and 2 are introduced to technology through the use of programmable

devices, use of cameras, recording devices and digital microscopes, and they use computers to make animations.

- 3.10 Pupils are confident learners and develop good study skills because they are interested in the topics being covered and are well-supported by their teachers. They plan and organise their work effectively and are active participants in lessons. Pupils say that they are encouraged to ask questions in an environment that is supportive and positive. The Froebel ethos, embedded across the school, which emphasises problem solving and decision making, contributes considerably to the development of this area of learning in areas such as construction, but less evident in other areas, for instance, scientific areas and the humanities, where there are not as many opportunities to develop deeper-level thinking, particularly for the more able pupils.
- 3.11 Pupils achieve well across a range of activities and clubs, such as computing, art, dance, sports, and drama, and the school has responded well to the recommendation in the previous inspection to develop opportunities for pupils to take part in extra-curricular clubs. A number of pupils learn an instrument and are successful in national music examinations. The netball team has weekly training sessions to improve sporting skills in pupils who want to take part and play matches against other local schools. The vast majority of parents and all pupils agreed in the pre-inspection questionnaires that the school provides a rich and varied curriculum and a suitable range of extra-curricular activities and pupils in interview said that they valued the opportunities to learn and develop their skills.
- 3.12 Pupils' have very positive attitudes to learning and are highly motivated and keen to succeed. Pupils with SEND and EAL persevere, with the support and encouragement of their teachers, until they reach understanding. Pupils demonstrate initiative and independence, encouraged by the school's commitment to the Froebel philosophy which emphasises the importance of creating a happy environment in which children can grow and learn life skills from real-life experiences. Pupils freely work collaboratively and are keen to take the initiative in their own learning, often suggesting topics and activities which are followed up by the school. The outdoor learning programme, which includes specialist teaching, contributes strongly to this and to all pupils adopting a 'growth mindset' approach whereby they see the value of following their interests. Pupils respond to the teachers' encouragement, and this interactivity develops their creativity and individual confidence and progress. Pupils take pride in their work and responsibility for their own learning. Work in their individual learning journeys shows considerable care and effort. Strong commitment and support from the leaders and teachers create an ethos and framework that supports all pupils, including those with SEND.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils from the EYFS onwards demonstrate high levels of self-confidence and self-awareness in line with the school aims and actively promoted through the Froebel philosophy and the PSHE programme which start in the EYFS. The family atmosphere, mutual respect and warm relationships evident everywhere encourage pupils to be open in expressing their thoughts and feelings and to risk making mistakes. School leaders have made self-belief fundamental to the school's approach to learning, and the mutual trust between pupils and teachers has a positive impact on pupils' progress. Pupils are keen to do well and recognise their own strengths and weaknesses. In interviews, pupils were keen to tell inspectors that they appreciate the support and guidance they receive from their teachers, and say they are always available to talk to and are kind and caring. Effective marking and feedback which often identify points for next steps, help pupils develop resilience and a positive approach to self-improvement. In a junior lesson, pupils given the task to correct a piece of writing which had deliberate errors, identified these errors accurately and in the ensuing discussion, embedded others' targets into their own work. Pupils feel secure to make the transition to the next phase in their learning. All parents

who responded to the questionnaire agreed that the school helps their children to be confident and independent.

- 3.15 Discussions with pupils and lesson observations showed that the school provides the atmosphere for children to become confident decision makers, for instance, to decide when to ask for help or to set targets for themselves. Pupils commented that they gain confidence in their own judgments because teachers encourage them to try to solve their own problems and 'have a go'. Pupils understand that they are responsible for making the right decisions in relation to their work and behaviour and said that the school provides many opportunities for them to make decisions supporting them to discover through their experiences what a good or a bad decision is. In a junior mathematics lesson, for example, pupils were encouraged to decide which multiples they would have in their Venn diagrams, and when they had successfully worked out the calculations, the teacher challenged them to choose more difficult multiples. This strategy allowed the pupils independence and pride in their achievement. The school's philosophy of topic-based learning contributes positively to this. In interviews, pupils enthusiastically explained to inspectors that, following a recent visit to the science museum they wanted to build a space capsule; their teachers supported them to decide on the design and what tools and materials they would need.
- 3.16 Pupils have a highly developed sense of the spiritual and non-material aspects of life. A strong sense of the importance of the spiritual, philosophical and intangible is evident particularly in their learning journeys, through the pupils' own poetry, art and reflection. Children were observed in the EYFS deeply involved in drawing while listening to different 'moods' of music. All children were happily engaged in the activity, going with the 'flow' of the music, maintaining their focus and concentration. One child eagerly described her picture, saying the music made her feel excited and it sounded like bright flowers, 'so, look I drew flowers'. Pupils show a well-developed spiritual awareness in their ability to empathise with others and to acknowledge and recognise events in the world that can make them feel happy or sad. Pupils appreciate the natural world around them and spoke to inspectors about building 'sacred spaces' in the woods where they could be peaceful and enjoy the opportunity to reflect. They talked of developing small ceremonies and learning about the seasons and traditional seasonal celebrations. From the very youngest, all pupils grow food and flowers and also harvest apples in the school orchard to press and cook with, as well as cooking the sweet chestnuts found around the school grounds. Pupils in an infant class demonstrated their awe and wonder in nature when they were given the opportunity to experiment using lighting equipment they had been given. When they succeeded in getting some sparks, they were thrilled and delighted at this 'marvellous happening'.
- 3.17 From an early age, pupils develop a strong understanding of the difference between right and wrong and the need for rules and have a good understanding of the law in relation to their age. They respect and understand the school's code of conduct which promotes the concept that good behaviour comes from within and is not imposed by external sanctions. Pupils are courteous, friendly and helpful towards each other. On the few occasions where pupils make wrong choices, they say that they are well supported in understanding how to apologise, make amends and move forward, understanding and respecting the simple rules which are first taught in the EYFS. Pupils are well-behaved, and those that sometimes find this more difficult are supported by the high number of adults within lessons and the small class sizes. Pupils spoke about the importance of 'candle time' in promoting care for others and said that if things went wrong with relationships, they negotiated. All pupils interviewed were emphatic that there is absolutely no bullying in the school. All pupils who responded to the pre-inspection questionnaire agreed that the school expects them to behave well. Similarly, all parents who responded agreed that the school promotes good behaviour.
- 3.18 Pupils develop excellent collaborative skills and work well with each other. They commented positively on the many opportunities both in and out of the classroom to work collaboratively and said that they feel confident working with each other. There is a real sense of respect and care for each other, because of the ethos in the school. Pupils develop strong social awareness, a sense of belonging, a

positive self-image and mutual respect, in an environment where they feel confident, cared for and have the freedom to enjoy learning. Pupils collaborate well to solve problems and to achieve common goals. Teachers encourage children to share. During an observation in the EYFS, for example, a teacher pointed out to a child who had a very big pile of playdough that another child had none. The first child willingly grabbed a big handful of playdough and gave it happily to the other child. In an outdoor session in the woodland, children moving large branches to make a 'saw-mill' worked collaboratively to do this because they were given the opportunity to be creative in their learning. They had been taught how to carry large branches safely and worked imaginatively in their 'saw-mill' using smaller branches as saws to cut larger branches. They all had their role within the venture.

- 3.19 Pupils have a high awareness of their responsibilities towards others, supporting various national and local charities. They make a significant contribution to the local community by taking part in a range of events, including singing at a local care home and they spoke proudly of winning the *Eco School's* bronze award for their eco activities. Pupils are keen to represent their peers on the school council which allows them to make suggestions for improving school life and the lives of others.
- 3.20 Pupils have an appreciation of other cultures, expressed in empathetic attitudes in interview and in warm relationships within the school. Pupils learn about a range of cultures and faiths through the topic-based approach and, throughout the school community, they are tolerant and respectful of all forms of diversity. Pupils' understanding of their own and others' cultures is developed through a range of activities such as making poppies for Remembrance Day, a Chinese feast for Chinese New Year and celebrations of the summer solstice. Pupils spoke about their enjoyment of stories from other countries and cultures, often shared in the woodland area, enabling them to work together to develop their sense of community and an understanding and tolerance of others. All pupils who responded to the questionnaire agreed that the school encourages them in this regard, often through 'candle time' and in their woodland activities. Their tolerant and understanding approach is encouraged by the curriculum and is best seen in the positive relationships between pupils, including those with different emotional needs.
- 3.21 Pupils understand the importance of keeping strong physically and mentally. The school endeavours to ensure that all pupils engage in sufficient physical activity. Pupils say that they value the school's efforts to provide quiet spaces and time to think and that they have staff to turn to if they need further support. Pupils were extremely aware of online safety and maturely discussed the dangers and how to avoid them. Pupils understand the importance of mental well-being and the negative impact that lack of sleep and anxiety can have on the individual. They referred to helpful discussions in 'candle time' and 'gatherings' and the support given by all staff so that they can share any worries or concerns.

## 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 proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended class gatherings. 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 Loraine Cavanagh	Reporting inspector
Mr James Ashcroft	Compliance team inspector (Deputy head, ISA school)
Mrs Caroline Goodsman	Team inspector (Head, ISA school)